

**Impact of the Free Primary Education Policy on the Education of Learners
with Disabilities: A survey of Inclusive and Special Schools in Lusaka District
of Zambia**

by

Philis Sibanda

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open
University in partial fulfillment of the requirements for the award of the degree of Master of
Education in Educational Management

The University of Zambia

Lusaka

2016

COPY RIGHT DECLARATION

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means, electronic, mechanical photocopying, recording, scanning or otherwise without the prior written permission of the author or the University of Zambia.

©Philis Sibanda, 2016.

AUTHOR'S DECLARATION


I, **Philis Sibanda**, do hereby declare that this dissertation represents my own work. The sources of all materials have been specifically acknowledged and the dissertation has not previously been submitted for a degree programme at the University of Zambia or any other University.

Signed: SPinda

Date: 26th October, 2016

APPROVAL

This dissertation of **Philis Sibanda** is hereby approved as fulfilling part of the requirements of the award of the degree of Master of Education in Educational Management.

Signed:  Date: 26th October 2016.

Signed: _____ Date: _____

Signed: _____ Date: _____

ABSTRACT

The introduction of Free Primary Education (FPE) policy in 2002 was aimed at indiscriminately enhancing the enrollment and completion rates of all school going- age children in Zambia. However, significant concerns had been raised over the low enrollment, retention and completion rates of learners with disabilities. The purpose of this study, therefore, was to investigate the impact of FPE policy on the education of learners with disabilities. A descriptive survey research design was adopted. The sample comprised 4 head teachers, 20 teachers, 20 learners with disabilities and 12 parents, thus, having a sample size of 56 respondents drawn from 4 primary schools.

The main research instruments that were used were questionnaires, interview guides and observation checklist. Purposive and simple random sampling techniques were used in selecting the respondents. Content validity was done through consulting my supervisor Dr. I.M. Mulenga who is a lecturer at the University of Zambia. A pilot study was carried out at Munali special school to establish the reliability of the instruments.

The main findings of this study were that while PTA funds and other fees paid by the learners helped schools raise resources to meet some of the challenges caused by the inadequate and erratic funding, it had a negative impact on enrollment, retention and completion rates of the learners with disabilities. Additionally, the study revealed that due to inadequate funds the schools could not purchase enough and appropriate teaching and learning resources thereby compromising the quality of education that was offered. Further, schools had no funds to modify the infrastructure to make them user friendly for learners with disabilities.

Therefore, it was recommended that the Government of Zambia through the Ministry of General Education should adequately fund the schools handling learners with disabilities to avoid disadvantaging the group which is already disadvantaged by the disabilities that they had.

DEDICATION

This project has been dedicated to my beloved husband and children who had continuously been supportive and a source of encouragement when I was undertaking it. I also dedicate it to my mother, 'Mrs. Joyce Madube Sibanda ' She did so much to mold me into a person imbued with a great sense of dedication and commitment to work, as well as a solid foundation in the Christian faith which has taught me to depend on the soon coming 'King Jesus' in all that I do. These attributes of my life enabled me to attain the first degree at the University of Zambia. GLORY BE TO GOD!

ACKNOWLEDGEMENTS

I acknowledge the Almighty God who is a source of all my inspiration in enabling me to undertake this study. Further, my heartfelt gratitude goes to Dr. I. M. Mulenga, the father and supervisor of this dissertation for having agreed to supervise my project and his patience in reading the drafts and occasionally guiding me, without which the research would not have been a reality. I appreciate his positive critics that he offered me to realize this project. My special regards also go to the University of Zambia, Zimbabwe Open University staff for giving me this chance to study with them and realize my dream.

My sincere appreciation goes to my beloved husband Mr. Zechariah Luhanga who also edited this dissertation. I also wish to thank the head teachers from UTH special, Bauleni inclusive, St. Lawrence inclusive and Chainama inclusive schools for allowing me to collect data from their respective schools through the DEBS office.

To my beloved children Sinikiwe, Nelia, Stokhozile, Zechariah (junior), Sandile, and Florence, I owe a great deal of gratitude to them, for bearing with me, particularly, during the many occasions when I denied them attention in order to devote every available minute to this study.

TABLE OF CONTENTS

Copy right declarationi

Author’s Declarationii

Approval.....iii

Abstract.....iv

Dedication.....v

Acknowledgementsvi

List of Tablesxiii

List of Figuresxiv

List of Appendicesxv

Acronyms and Abbreviationsxvi

Chapter One: Introduction1

Overview1

1.1. Background of the Study1

1.2. Statement of the Problem.....3

1.3. Aim3

1.4. Objectives4

1.5. Research Questions4

1.6. Theoretical Framework4

1.7. Conceptual Framework.....5

1.8. Significance of the Study.....6

1.9. Delimitation7

1.10. Limitation of the Study7

1.11. Operational definition of Key Terms7

Summary8

Chapter Two: Literature Review10

Overview10

2.1. International Convention on the Provision of FPE to Children with Disabilities10

2.2. FPE Policy in Zambia12

2.3. Studies related to the Study14

2.3.1. International Studies on Free Education14

2.3.2. Free Education Policy in Africa15

2.3.3. Local Studies17

Summary19

Chapter Three: Methodology.....21

Overview.....21

3.1. Qualitative Research.....21

3.2. Research Design21

3.3. Target Population22

3.4. Sample Size22

3.5. Sampling Procedure.....22

3.6. Research Instruments.....23

3.6.1. Questionnaire.....23

3.6.2. Semi-Structured Interview Guide24

3.6.3. Observation Guide25

3.6.4. Validity and Reliability of Research Instrument.....25

3.6.4.1. Validity25

3.6.4.2. Reliability26

3.7. Data Collection Procedures26

3.8. Data analysis.....27

3.9. Ethical Consideration27

Summary.....28

Chapter Four: Presentation of Findings29

Overview.....29

4.1. Demographic Characteristics of Respondents29

4.2. Types of Disabilities of Learners30

4.3. Findings of Research Question One30

4.3.1. Inadequate and erratic Grants30

4.3.2. Strategies employed by Schools to cope with the inadequate Grants31

4.3.3. The effects of paying PTA funds on the leaners with disabilities34

4.4. Findings of Research Question Two38

4.4.1. Shortage of other specialized personnel39

4.4.2. Inadequate and Inappropriate Teaching and Learning Resources39

4.4.3. High Teacher – Pupil Ratio.....40

4.5. Findings of Research Question Three.....40

4.5.1. Inadequate and Inappropriate Classrooms41

4.5.2. Unsuitable Infrastructure to Support Mobility of Learners with Disabilities41

4.5.3. Inadequate and Unsuitable Furniture42

Summary43

Chapter Five: Discussions	45
Overview	45
5.1. Adequacy of grants in financing the FPE policy	45
5.1.1. Inadequate and erratic Grants	45
5.1.2. Strategies employed by schools to cope with the inadequate grants	46
5.1.3. The effects of paying fees on the learners’ education	47
5.2. The effects of inadequate grants on the quality of education	49
5. 2.1. High teacher-pupil ratio	49
5.2.2. Inadequate and inappropriate teaching and learning resources	50
5.3. The effects of FPE policy on school physical infrastructure and other facilities	51
5.3.1. Inadequate and inappropriate classrooms	51
5.3.2. Unsuitable infrastructure to support mobility of learners with disabilities	52
5.3.3. Inadequate and unsuitable furniture	52
Summary	53
 Chapter Six: Summary, Conclusions and Recommendations	 54
Overview	54
6.1. Adequacy of grants in financing the FPE Policy	54

6.2. Effects of inadequate grants on the quality of Education54

6.3. Effects of FPE policy on school physical infrastructure and other facilities55

6.4. Conclusions55

6.5. Recommendations56

6.6. Suggestion for further research57

References.....58

Appendices64

LIST OF TABLES

Table 4.1: Frequency and percentage distribution of respondents by gender.....	29
Table 4.2: Frequency distribution of learners according to disability in 2016.....	30
Table 4.3: Amount of financial resources given to schools in 2015.....	32
Table 4.4: Frequency distribution of respondents by enrollment levels of learners.....	35
Table 4.5: Frequency distribution of school physical infrastructure and other facilities.....	43

LIST OF FIGURES

Figure 1.1: Conceptual Framework.....6

LIST OF APPENDICES

Appendix 1: Questionnaire for the Head Teachers.....	64
Appendix 2: Questionnaire for Teachers.....	72
Appendix 3: Questionnaire for Parents of the Children with disabilities.....	77
Appendix 4: Interview Guide for Pupils.....	82
Appendix 5: Interview Guide for Parents.....	83
Appendix 6: Observation Checklist.....	84
Appendix 7: Letters of Authority.....	85

ACRONYMS AND ABBREVIATIONS

EFA	Education For All
FPE	Free Primary Education
MoGE	Ministry of General Education
NGO	Non-Governmental Organization
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children's Fund
DEBS	District Education Board Secretary
GRZ	Government of the Republic of Zambia
JCTR	Jesuit Centre for Theological reflection
MDGs	Millennium Development Goals
MESVTEE	Ministry of Education, Science, Vocational Training, and Early Education
MoE	Ministry of Education
PF	Patriotic Front
PTA	Parent Teachers' Association
PTR	Pupil Teacher Ratio
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
UPE	Universal Primary Education
UTH	University Teaching Hospital
AMAP	African Monitoring and Advocacy Project

CHAPTER ONE

INTRODUCTION

Overview

The chapter gives the background of the study and the statement of the problem. The aim, objectives, research questions, significance, delimitation as well as limitation of the study are also stated. Finally, operational definitions of key terms used and ethical considerations are explained.

1.1. Background of the Study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) asserted that, the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. Bishop (1989) indicated that in 1948 the Universal Declaration of Human Rights laid down (Article 26) that everyone has the right to education and that education shall be free, at least in the elementary and fundamental stages.

In view of the foregoing, Zambia's Education Policy has gone through a number of changes since independence. In 1965, the Zambian Government introduced a Free Education Policy to reverse the many years of injustice imposed on the Africans through the introduction of education fees and other charges they could hardly afford. To support the free education policy, the government increased funding to the education sector (MoE, 1967). Through the policy, the government also ensured that all the schools were well stocked with educational teaching and learning materials such as exercise books, textbooks, pens, pencils, rulers, mathematical instruments, science kits, art, music, physical education equipment (MoE, 1967).

However, with the declining economy in the 1980s, education policies were affected and policy reversals were implemented (Kaulule, 2006). It was expected that the re-introduction of boarding fees in 1986 was going to reduce the prominence of boarding expenses in public spending on secondary schools (MoE, 1992). Further, MoE (1992) highlighted that parents needed to be

involved in the education of their children through cost sharing. The external forces had also an influence on the reversal of the policy. For instance, the International Monetary Fund and the World Bank believed that the free education policy was going to be a catalyst for African Development Problems (Sikwibele, 2003). As cost sharing and other Structural Adjustment Program (SAP) policies were reinforced, more children especially those with disabilities dropped out from schools as their parents could not afford the fees as well as the school requisites.

However, the increase in the number of school drop outs was against the spirit of EFA which was advocated for at the Jomtien World Education Conference in Thailand (UNESCO, 2003). In fact, the Dakar Framework for Action, item 7, stated that countries should have been committed to ensure that by 2015, all children of school going age acquired free, affordable and accessible education, with special emphasis on the girls coming from poor families, including learners with disabilities.

People with disabilities are more likely to be poor than their non- disabled peers. It is estimated that people with disabilities represent 20% of the global population living in poverty (Filmer, 2005). The World Bank Report (2004) contends that disabled people are undisputedly amongst the poorest of the poor and hence a significant proportion of them cannot access quality and affordable education especially in Developing countries. These should have access to free and compulsory primary education of good quality (UNESCO, 2009).

Globally, Universal Primary Education was the second goal of the United Nations' Millennium Development Goals, more specifically, to ensure that by 2015, children everywhere, boys and girls alike, were to complete a full course of primary schooling. Children with special needs in education were equally regarded in equal or higher measure in as far as provision of basic education is concerned in all these declarations and policy frameworks. Because of these forces, on 15th March 2002, the Ministry of Education re-introduced "free education policy" but this time covering only grades 1 to 7 which was announced by the late President of the Republic of Zambia, Dr. Levy Patrick Mwanawasa (UNESCO, 2009).

1.2. Statement of the Problem

The Government of the Republic of Zambia expressed its commitment to the provision of quality EFA based on the understanding that education is a basic human right and an ingredient for socio-economic development. To increase access and participation for all learners especially those living with disabilities and those from poor families, the Movement for Multi-Party Democracy (MMD) government introduced free primary education policy in 2002 (UNESCO, 2009).

However, in the year 2011, it was revealed in the PF Manifesto of 2011 to 2016 that persons with disabilities had remained an invisible group in the area of educational opportunities under MMD government. In addition, the Southern Africa Federation for Persons with Disabilities (2008) estimated that 93 per cent of persons with disabilities in Zambia were living below the poverty line because they had limited access to education and training which reduced their opportunities to access the employment market.

The above revelations were inconsistent with what was being advocated for in that Zambia was implementing the FPE policy that was meant to help vulnerable learners like those with disabilities to access quality education at no cost. While there had been a lot of studies done on the impact of FPE policy on ordinary learners, there had been no such study done on learners with disabilities. Hence, it was imperative to conduct a study to find out the impact of FPE policy on the education of learners with disabilities in both inclusive and special schools in Lusaka district of Zambia.

1.3. Aim

The aim of this study was to investigate the impact of Free Primary Education Policy on the education of learners with disabilities in special and inclusive schools in Lusaka district.

1.4. Objectives

The objectives of this study were:

- i. to find out the adequacy of government grants in financing the FPE policy for learners with disabilities
- ii. to assess the effects of inadequate grants on the quality of education for learners with disabilities under FPE Policy
- iii. to find out the effects of FPE policy on school physical infrastructure and other facilities for learners with disabilities

1.5. Research Questions

This study sought to have the following questions answered:

- i. How adequate were government grants in financing the FPE policy for learners with disabilities?
- ii. What were the effects of inadequate grants on the quality of education for learners with disabilities under FPE Policy?
- iii. What were the effects of FPE policy on school physical infrastructure and other facilities for learners with disabilities?

1.6. Theoretical Framework

This study was guided by the theory of socialist economics of education. This theory was propounded by a French writer and historian Louis Blanc (Selowsky, 1979). The theory underscores the need to create an economy that redistributes income from the rich to the poor or any other disadvantaged group such as those with disabilities so as to enhance equal opportunity to education. According to the socialist economics of education theory, free education could help enhance access to primary or secondary schools. Blanc argues that if education was offered without government funds only those who could afford to pay school fees and other related costs would enroll in schools. Under such circumstances, inequalities would be perpetuated.

Equitable quality and affordable education could help learners with disabilities to access equitably quantity and quality education (Selowsky, 1979). The enhanced access to education on the other hand, helps to redistribute income and to raise the incomes of the vulnerable learners to afford quality education. As a consequence of these, an equitable society is created. This theory is applicable to this study because it emphasizes the need to create an economy that redistributes income from the rich to the poor or any other disadvantaged group such as those with disabilities so as to enhance equal opportunity to education (UNESCO, 2008).

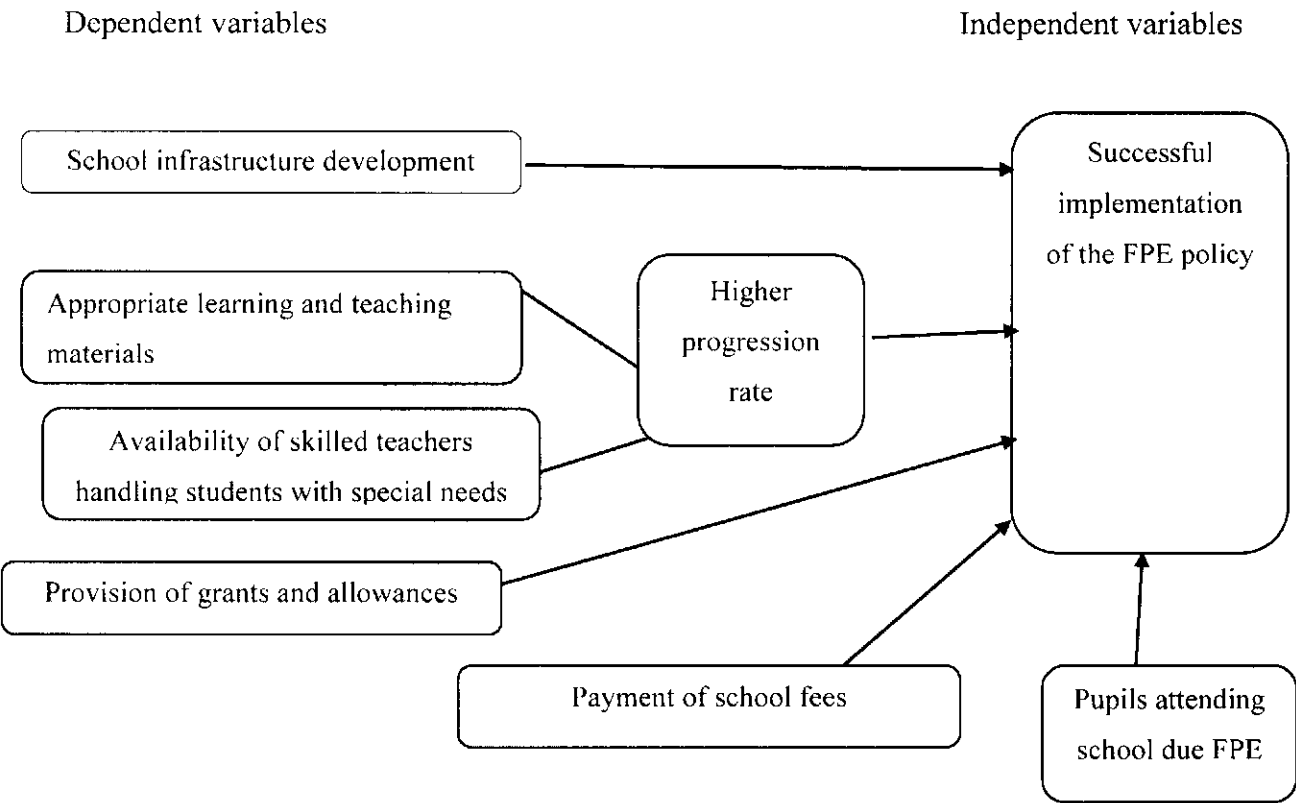
Consequently, maintaining a high pupils' enrollment at this level should be a priority for all countries. With the communal involvement in decision-making, it will be anticipated that there would be fairness and efficiency in the free education process. However, contrary to the high expectations; cases of complaints about the quality of free education still persisted thus making the end impact lower than anticipated.

1.7. Conceptual Framework

The purpose of this study was to find out the impact of FPE policy on the provision of education to learners with disabilities. Factors cardinal to the implementation of free education in Special and Inclusive schools include creating an enabling environment suitable for learning activities of pupils with disabilities. This required improvement in school infrastructure to enable pupils with disabilities to access the school facilities and services. Appropriate teaching and learning materials, availability of teachers trained in skills of handling learners with disabilities, adequate financing and other resources given both to the schools and pupils in terms of grants or allowances would enhance provision of quality education to pupils with disabilities in schools thereby having an effective implementation of FPE policy.

The successful and effective implementation of FPE policy was measured through the number of pupils with disabilities who not only progressed to higher grades but also accessed school infrastructure without difficulties. The figure 1.1 illustrates the dependent and independent variables of the study.

Figure 1.1: Conceptual Framework



1.8. Significance of the study

The study will make a significant contribution to an understanding of FPE Policy in Zambian schools by identifying what needs to be done to ensure effective implementation of the policy especially on learners with disabilities. Further, the study is hoped to help stakeholders such as NGOs, Faith based organizations, academicians, Government of Zambia to understand the impact of FPE on the provision of education to learners with disabilities in both special and inclusive schools.

Finally, this study is also likely to give insight to policy makers and financial planners to ensure that the policy is adequately funded as a measure to overcome the existing problems of implementing FPE policy in primary schools of Zambia.

1.9. Delimitation

The study only covered three inclusive and one special primary schools in Lusaka District of Lusaka Province. It targeted the school head teachers, teachers, learners as well as the parents of learners with disabilities. These factors were most likely to delimit the representativeness and generalizability of the study to the entire situation in all institutions handling learners with disabilities at primary level in Zambia.

1.10. Limitation of the study

The limiting factors to this study were that of generalizability as the results would not apply to all Zambian primary schools since only few schools and participants were involved. Further, the researcher failed to collect data on the grants which schools received from the government since the introduction of FPE policy. In one of the schools surveyed, data on funding was not availed due to poor record keeping while in the other three schools, head teachers were not willing to release the data on government funding.

Additionally, most of the learners failed to give correct information because of their disabilities. Therefore, the researcher relied only on the data given by 8 learners who had mild disabilities and gave the correct data.

1.11. Operational Definition of Key Terms

Access: refers to an opportunity or a right of a person to be in school.

Completion rates: refers to number of children able to finish the primary education cycle.

Disability: refers to any restriction or lack of ability to perform any action in the manner or within the range considered 'normal' for a human being.

Disparities: refers to lack of equality in the provision of school opportunities to the school age population.

Dropout Rate: refers to the percentages of pupils who dropout from school yearly.

Enrollment: refers to the number of pupils enrolled at a given level of education regardless of age.

Full Inclusion: refers to a system where learners with SENs are placed in ordinary classes for non-disabled children.

Inclusive education: refers to a practice of including learners with disabilities in the regular schools.

Inclusive school: refers to an institution where learners with disabilities are not discriminated by member of the school in the course of attaining their education.

Inequities: refers to unfair provision of school opportunities to any school age population.

Learning Achievement: refers to actual skills, attitudes, values and level of knowledge acquired by the learners.

Ordinary /regular learners: Learners without disabilities

Policy: refers to a decision or a set of decisions.

Pupil Teacher Ratio: The average number of pupils per teacher.

The transition rate: refers to the number of learners progressing to the next level or grade.

Unit: refers to a special class attached to the mainstream school that caters for learners with disabilities for part of the school day.

Summary

Zambia's Education Policy has gone through a number of changes. Before independence, Zambia's Education Policy was a parallel one justified on racial and other lines and it was not free. After independence free education was introduced and lasted up to the nineteen eighties. Due to economic decline during this period in question, fee paying in schools was introduced and a lot of learners dropped out of school. Disparities and inequities were exacerbated hence the reintroduction of free education in 2002 but this time from grades 1-7.

Despite the introduction of Free Education Policy, disparities and inequities still continued. This state of affairs necessitated this study so as to investigate the impact of FPE on learners

with disabilities in Lusaka District of Lusaka Province. The purpose of the study was to determine the impact of Free Primary Education Policy.

CHAPTER TWO

LITERATURE REVIEW

Overview

In this chapter literature was reviewed on the impact of implementation of the FPE in government schools. It considered the literature from international and local perspectives. The chapter also highlighted available data on countries that had put into practice the FPE focusing on its impact on schools: areas of funding of schools, enrollment and progression rate of the pupils to the next stage as well as the quality of education.

2.1. International Convention on the provision of FPE to children with disabilities

The Convention on the Rights of Persons with Disabilities affirms the recognition that disabled children are entitled to enjoy human rights such as primary education, including compulsory and FPE, on an equal basis with others. The standards, as provided for in article 24 of the Disability Convention, emphasized the right of disabled children to attain compulsory and FPE in mainstream schools together with all other children (UNESCO, 2008). Everyone has the right to education according to Article 26 of the Universal Declaration of Human Rights of 1948.

The UNESCO Convention against Discrimination in Education (1960), which has been recognized as a key pillar in the EFA process, is the first legally binding international instrument which lays down core elements of the right to education. This Convention prohibits any discrimination in the field of education and expresses the principle of equality of educational opportunities. The Convention reflects the constitutional mandate of UNESCO to ensure “full and equal opportunities for EFA”, particularly for marginalized and vulnerable groups, including people with disabilities.

Furthermore, Article four (4) legally binds States Parties to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education.

These provisions account for the expansion of the right to EFA at a national level, by engaging States Parties to make their respective education systems more inclusive, in particular, by

providing access to education at all levels without discrimination especially for the most vulnerable groups.

Among the United Nations human rights treaties, Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966) draws extensively on UNESCO's Convention against Discrimination in Education, and like the Convention, covers the right to education comprehensively. The United Nations Convention on the Rights of the Child (1989) enshrines the right to education as a right of the child (Articles 28-30) and specifically addresses education of children with disabilities (Article 23). Article 23 (3) specified that States Parties shall encourage and ensure extended assistance that shall be designed to ensure that the disabled child has effective access to and receives education and training, amongst others. Several other international standard-setting instruments cover specific dimensions of the right to education (UNICEF, 2006).

The adoption of the United Nations Convention on the Rights of Persons with Disabilities (2006) is highly significant, as people with disabilities, including children, often remain victims of discrimination and deprived of equal opportunities. It is the only United Nations human rights instrument protecting comprehensively the rights of persons with disabilities, including the right to education. The text, setting out a code of implementation, intends to protect specifically the rights and dignity of persons with disabilities.

In paragraph 2 of Article 24, the Convention provides that "In realizing this right, States Parties shall ensure that: (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) Persons with disabilities can access an inclusive, quality and FPE and secondary education on an equal basis with others in the communities in which they live."

FPE entails primary education that is available without charges to the child, the parent or the guardian (Jones, 2011). This requires the elimination of any fees and direct costs of education, including compulsory levies and other indirect costs such as the obligation to wear relatively expensive school uniforms; costs related to stationery, transport and learning materials; and other obstacles to education, including opportunity costs.

The requirement of compulsory and FPE in respect of disabled children entails state's obligations to provide special facilities such as Braille for some children with visual impairments to ensure the accommodation of disabled children in education (Beiter, 2013).

2.2. FPE Policy in Zambia

Zambia, like any other country implementing the Free Education Policy, recognizes the call by the world organization that had been insisting on EFA. One of the principles for the development of education system in Zambia is for the government to enhance equity by eliminating sources of educational disadvantages such as gender, physical, social or economic factors (MoE, 1996). FPE was announced and immediately introduced in Zambia in 2002. This meant that education would be free for all pupils from grade 1 to 7. All user fees were abolished and uniforms were no longer compulsory. The introduction of FPE was supported by Zambia's 2002 Poverty Reduction Strategy Paper which outlined the elimination of user fees for basic education as a way to reduce poverty (GRZ, 2011). The 2003 to 2007 strategy plans for education also called for the abolishment of user fees (MoE, 2003).

Within a short period of time, the Ministry of Education had to revise a grants scheme to compensate all schools. In 2002, the schools received a grant of (US \$4909) 27 billion kwacha divided over 5,081 schools and 597 Community Schools. Initially schools received equal amounts each of (US \$1418) 7.8 million kwacha divided over three equal installments of (US \$473) 2.6 million kwacha (Mwansa et al, 2004). This policy favored the smaller schools and many of these were in rural areas (IOB, 2008).

Before the introduction of FPE, the rate of school dropouts kept on increasing because the majority could not pay user fees (Chengo and Musonda, 2005). National estimates indicate that in 2000, over 570, 000 or 30% of school-age population were not in regular schools. However, by 2003, this number decreased to 480, 000 or 23.4 percent due to the implementation of the FPE policy. With the coming of community schools, the number reduced further to 340, 000 or 16.6% of the school age children (MoE, 2004). Additionally, as years progressed, the Government of the Republic of Zambia (2011:94) states that, "Pupil school enrollment increased to 3.6 million in 2009 as compared to 2.9 million in 2005 for basic education."

However, due to this rise in enrollment, the grants could not purchase critical resources needed for effective teaching and learning. Moreover, the grants were often not released on time and were inadequate (Duncan, Macmillan and Simutanyi, 2003). It is from this background that in 2003, the Ministry of Education developed a new allocation scheme which took school size into account. “The largest schools (Grades 1 and 2) received 3 million kwacha (US \$600), whereas smaller schools (Grades 3, 4 and 5) and Community Schools received 2.6 million kwacha (US \$520) per quarter” (Mwansa et al, 2004:38).

Despite this step, for many schools, the grants were still not sufficient enough to meet the overwhelming needs and several schools reacted by raising PTA fees at the upper basic school level (Grades 8 and 9). The pupil teacher ratio increased from 49:1 between 2002 and 2003 to 57:1 in 2005 (IOB, 2008:68). In some cases, there was congestion in classrooms with an average number of 77 pupils per class. The pupil book ratio rose to 18:1 and six pupils could share a desk and in extreme cases eleven children could use one desk (Chengo and Musonda, 2005). Additionally, grants could not meet costs for utility services like water, electricity and security. The pupil performance in numeracy and literacy was poor with only 33% pass rate due to overcrowding.

The contributing factors to the poor performance and absenteeism at basic level were, delayed disbursement of funds, inadequate teaching and learning materials and desks, reduced pupil teacher contact time, inadequate funding for bursary support to meet ever increasing demand due to increase in the number of orphans and vulnerable children and continued existence of classroom congestion due to limited infrastructure compromised the quality of education, leading to poor quality being seen as a major challenge facing Zambia in education to date (World Bank, 2015).

Despite all the highlighted challenges affecting children due to implementation of FPE policy, the gap still exists because there is no study that has been conducted to specifically find out the impact of this policy on children with disabilities in Zambia. It is therefore very important to undertake the study in order to find out the impact of FPE policy on children with disabilities.

2.3. Studies Related to the Study

2.3.1. International Studies on Free Education

A study by Oxfam in 2001 revealed that statistics, globally, indicated that the costs of schooling inhibit school enrollment. For instance, in 2001, parents and teachers in Tanzania said that payment of fees was the prime reason why children did not attend school (Oxfam, 2001).

The above finding is consistent with the findings of Saroso (2005) and Yardley (2005) who revealed that parents in Indonesia, China, The Solomon Island and many African countries cited user fees as a major obstacle to enrolling their children in school. Therefore, in order to provide education to all the children worldwide, a study conducted by Mehrotra and Jolly (1997) showed that handful of countries between 1960s and the early 1990s, embarked on the provision of free education. For instance, Barbados, Botswana, Costa Rica, the Republic of Korea, Malaysia, Mauritius, Sri Lanka and Zimbabwe were able to provide primary education without charging Households for a cost of tuition (Mehrotra and Jolly, 1997).

This finding was consistent with the findings by Norwegian Ministry of Education Research that found that a number of European countries such as Norway, France and Sweden and Finland which recognized education as a fundamental human right, provided Free Education (Norwegian Ministry of Education Research, 2005).

Furthermore, a study by UNESCO in Finland in 2009 discovered that the country's main Education objectives policy was to provide education opportunities to access free education irrespective of age, economic situation, gender or disability. It is also important to note that studies carried out by World Education Services in the United States of America (USA) and India in 2004 found that, elementary schooling was free to all children (World Education Services, 2004).

However, the study conducted by the United Nations Project "Task Force on Education and Gender equality" worldwide, revealed that the support by government to ensure quality basic education was not adequate (Kaulule, 2006). The study further acknowledged that there were more than 100 million children out of school at that time.

Therefore, the study made recommendations of alleviating the problem, which included interventions and actions such as removing school fees. In support of this move, the School Fee Abolition Initiative was launched by UNICEF and the World Bank in 2005 and has grown into partnership between government representatives, agency partners, and research and academic institutions. This was to re-emphasize the Jomtien 1990, Dakar 2000 and other educational conferences which insisted on EFA by 2015.

To reinforce EFA, Nielsen (2009), stated that in 2002, the World Bank and UNICEF, together with development partners launched the EFA Fast Track Initiative to help low-income countries in their efforts to meet the education related MDGS and the EFA goal that all children complete a full cycle of basic education by 2015. By 2005, 32 countries joined the School Fee Abolition Movement. These include 19 from Africa, 5 from Europe/Central Asia, 4 from Asia, 3 from Latin America and 1 from Middle East/North America (Nielsen, 2009).

Some of the countries mentioned are Central African Republic, Haiti, Nepal, Saotome, Norway, France, Sweden, Denmark, Brazil, Finland, Belgium and Austria (Kaulule, 2006). Others that moved earlier on to eliminate school fees include Ethiopia, Ghana, Honduras, Kenya, Malawi, Mozambique and Uganda (Kattan, 2006).

However, globally, there is an overall recognition that elimination of basic school fees must be carefully planned and widely negotiated if it is to make a positive and sustainable impact on access to schooling and improve student teaching (Das et al, 2004). Therefore, the school fee abolition is a complex undertaking that needs to be done well with careful planning and policy adjustments on multiple fronts (Chukwumelum, 2007).

2.3.2. Free Education Policy in Africa

Studies conducted by several researchers have revealed that a number of African countries are implementing the Free Education Policy at Basic or Primary School Levels. For instance, the study conducted by UNESCO (2003) in Africa discovered that countries like Malawi, Ethiopia, Uganda, Lesotho, Tanzania, Zambia and Kenya were implementing the Free Education Policy.

UNESCO disclosed that, these African Countries recognized the many implications of reducing the cost of education to parents, reacting to the enrollment surge and the provision of quality education.

Similarly, the study conducted by Kaulule (2006) revealed that Free Education in Africa started with School Fee Abolition Initiative, whose main theme was to seek for acceleration of progress towards quality EFA children by supporting policies that remove cost barriers, preventing parents from enrolling and maintaining their children at school. In Ghana, for example, primary school fees were first abolished in 1961; whereas in Kenya and Tanzania fee abolition policies were introduced in 1974.

These policies had a significant impact on enrollment and resulted in rapid gains towards the goal of UPE. In 2004, South Africa outlawed fees for the two poorest quintiles. Most countries that eliminated school fees experienced a jump in gross primary enrollment, ranging from 5 percent in Zambia, 68 percent in Uganda. In 1994 Malawi Eliminated school feels and the following year, the gross primary enrollment increased from 89 percent to 133 percent. In the case of Kenya, the elimination of fees resulted in 1.2 million addition students entering the school system (Kaulule, 2006). Deininger in his study in Uganda, Malawi and Zambia also contended that enrollment rates grew quicker among the poor than the non-poor after the governments abolished school fees, thus narrowing the enrollment gap (Deininger, 2003).

In spite of general improvements in equity following the abolition of fees, disparities persist in these countries. For instance, the study conducted by IOB in 2015 in Kenya indicated that disparities and inequities still exist between boys and girls, the privileged and the poor (IOB, 2015). IOD report that Kenya despite the FBE policy student still pay PTA fund due to inadequate funds from the Government. As a result, the policy is not able to fully meet the community's educational needs and was not showing a good sign in the attainment of the Global Millennium Development Goals (MDGs) that have emphasized EFA by 2015.

Similarly, a study by UNESCO in Tanzania disclosed that parents still incur costs to send their children to school. Additionally, while uniforms are no longer compulsory, there is a stigma associated with sending a child to school without a uniform.

The cost of books still represents an obstacle to schooling, hence, indirect costs remain high (UNESCO, 2013). Furthermore, a study undertaken by Global Campaign for Education in Zambia, Malawi and Kenya in 2012 revealed that the increase in enrollments in schools resulted in increased pupil teacher ratios, pupil book ratios, pupil desk ratios and overcrowded classes in all the three countries.

As a result, this increase became a challenge in that, enrollments were above normal, there was overcrowding in classes, the supply of teaching and learning materials underwent a severe strain, the teachers encountered abnormal teaching loads and the desks were also few as compared to numbers of pupils in classes. Another challenge which was revealed was that of irregular and inadequate provision of free teaching and learning FPE materials and school requisites (Global Campaign for Education, 2012). In a similar vein, Sifuna (2009) in his study in Kenya disclosed that, high pupil teacher ratio caused teachers to find it difficult to monitor pupils' work.

2.3.3. Local Studies

The studies by UNESCO (2009) indicated that the introduction of FPE in Zambia in 2002 during the Basic Educational Sub Sector investment programme (BESSIP) significantly improved access to primary education, especially after declining enrollments in the 1990s. Furthermore, Mambwe articulated that the Zambian Government decision to introduce FPE arose from the three main principles of the ministry of education, which are protecting the rights of individuals; to promote the social economic wellbeing of all citizens and to achieve a good quality of life for all citizens and he quoted these principles from MoE (1996) policy document.

In the similar vein, the study conducted by Chengo and Musonda (2005) indicated that in 2000 over 570,000 or 30% of school aged population were not in regular schools due to school fees. However, with the introduction of FPE policy, the number reduced to 340,000 or 16.6% of school age children. Additionally, they disclosed that "pupil school enrollment increased to 3.6 million in 2009 as compared to 2.9 million in 2005 for Basic Education". This means that the net enrollment ratio increased from 93% in 2005 to 97% in 2009. Relatively, data between 2000 and 2014, the overall indication is that Zambia's education sector has experienced noticeable improvements.

In spite of general improvements in equity following the abolition of fees, disparities persist in Zambia, Chengo and Musonda's study discovered that, for many schools, the grants were still not sufficient enough to meet the overwhelming needs and several schools reacted by raising PTA fees at the upper basic school level (Grades 8 and 9). The pupil teacher ratio increased from 49:1 between 2002 and 2003 to 57:1 in 2005 (IOB, 2008). In some cases, there was congestion in classrooms with an average number of 77 pupils per class. The pupil book ratio rose to 18:1 and six pupils could share a desk and in extreme cases eleven children could use one desk (Chengo and Musonda, 2005). Additionally, grants could not meet costs for utility services like water, electricity and security. The pupil performance in numeracy and literacy was poor with only 33% pass rate due to overcrowding.

Moreover, the study conducted by World Bank in Zambia (2006) discovered that the delayed disbursement of funds, inadequate teaching and learning materials and desks contributed to the poor performance and absenteeism at basic level. Additionally, inadequate funding for bursary support to meet the ever increasing demand due to increase in the number of orphans and vulnerable children and continued existence of classroom congestion due to limited infrastructure, compromised the quality of education, leading to poor quality being seen as a major challenge facing Zambia in education (World Bank, 2006).

In a similar vein, recently, JCTR conducted a research in Livingstone, Monze, Mongu, Kabwe, Ndola and Kasama with the view of finding out if free education policy had increased access to education in primary schools or not. The research was followed up with dialogue meetings with officers from the ministry of education, PTA executives from selected schools and community members. The results revealed that many poor people have continued to feel the pinch of user fees and as a result many children ended up withdrawing from school because of failure to pay user fees which had changed its name to PTA. The majority of parents JCTR interacted with during the research and dialogue meetings attributed the absence of their children from school to a lack of school fees. Contrary to guidelines from the Ministry of Education to administer modest PTA/ Project fees of K10 to K30 per year, some PTA in some schools asked up to K600 per year on average (Jesuit Centre for Theological Reflection, 2012).

Further, the study conducted by Oxfam-Zambia and Jesuit Centre for Theological Reflection, in 2007 disclosed that 78 percent of households in Lundazi and 82 percent of households in

Mufulira noted that children who failed to pay the PTA fees were sent home from school. If the parent could not pay the fee, a payment plan was usually created with the school administrators as schools could not afford to dismiss the large number of students who could not pay fees from the school. In a few cases, parents reported that they were too ashamed to meet with the school officials and thus withdrew their children from the school whenever they failed to pay school fees. The vast majority of parents argued that they could not afford the cost of education (Oxfam- Zambia & Jesuit Centre for Theological Reflection, 2007).

Furthermore, a study conducted by Kizito in Zambia adds that a significant gender gap especially in rural areas continued to exist. This was largely due to unofficial fees that were charged in Zambia. Households bear significant expenses related to education, even after the formal abolition of fees. Despite the FPE mandate to eliminate obligatory uniforms, almost all the schools still require students to wear uniforms. Further, schools in Zambia still charge ‘school fees’ which school administrators have deliberately changed its name to PTA funds due to inadequate government funding. Furthermore, the materials supplied were not only inadequate but they were also irregularly supplied in schools of Zambia. This contributed to the problems of inequities and disparities to continue because those pupils who were not able, they dropped out of school (Kizito, 2015).

This conquers with, the study entitled “Zambia: effective delivery of public services” by AMAP disclosed that the level of funding for the Zambian education sector significantly explains poor sector performance in terms of access and service delivery in quality. This study found that, the government after eliminating user fees attempted to fund the free education though very low for instance in 2001 about 20 percent of the total budget was allocated to education (MOE, 2003).

In the 2011 budget, the estimated allocation to education slightly went up to about 6 percent but even then, this was low as compared to the overwhelming needs of these schools. This indicates difficulties in the operations of the schools to date.

Summary

It was evident from the reviewed literature that following the introduction of FPE policy in most of the countries both globally and locally, there was a rapid increase in enrollments. As a result children from poor families and girls had an opportunity to progress. Governments had

CHAPTER THREE

METHODOLOGY

Overview

This section describes the methodology of the study. It also outlines the research design employed, the target population, sample size and sampling method. Data collection procedure and analysis as well as the instruments used and the reason for choosing the stated instruments are also discussed.

3.1. Qualitative research

The qualitative research model was developed primarily in social science research. This type of research embraces naturalistic, ethnographic, participant observational, case studies and subjective or postpositivist studies. Although each possesses a slightly different approach, they are similar in certain respects although varying from user to user and from time to time (Borg and Gall, 1989). According to Denzin and Lincoln (1994) qualitative research is "multimethod in its focus involving an interpretative, naturalistic approach to its subject matter. This means that the qualitative researcher studies phenomenon in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them, (Borg and Gall, 1989).

A qualitative researcher is a "first informer" and it is much more difficult to undertake because the researcher himself or herself is the main tool for collecting data (Borg and Gall, 1989). Because qualitative researchers are themselves a primary instrument in data collection, they rely partly or entirely on their feelings, impressions and judgment in data collection. This type of research promotes close interaction with the respondents. The data arising out of these interactions is in the form of what people reveal to the researcher and the researcher's impressions.

3.2. Research Design

This study used a descriptive survey design in conducting this research. According to Kombo and Tromp (2006) a descriptive survey involves collecting data by means of administering a questionnaire to a sample of individuals that accurately represent the population under study. This study also employed other tools namely interviews and observation to collect data on the

same themes to ensure that the weakness of one method was compensated by the other (triangulation). According to Weiss and Bucuvala (1998) triangulation is helpful in balancing up the disadvantages in each method, hence providing for a critical and objective interpretation.

3.3. Target population

The target population of this study constituted all the head teachers, teachers, pupils from UTH special school, Chainama inclusive school, Bauleni inclusive school and St. Lawrence inclusive school of Lusaka district. The population also included all parents of children with disabilities in the selected schools.

3.4. Sample size

This study had a total sample of 56 respondents. One head teacher, five teachers, five pupils, four parents of the learners with disabilities came from each of the four schools namely UTH special school, Chainama inclusive school, Bauleni inclusive school and St. Lawrence inclusive school.

3.5. Sampling procedure

The simple random sampling technique was used to select inclusive schools while purposive sampling technique was used to select a special school from which respondents were drawn to participate in the study. A list of all inclusive schools in Lusaka district was given by the DEBS office after which numbers were assigned to each school. A sample was then selected using a random number table. A random number is a number determined totally by chance, with no predictable relationship to any other number. Simple random technique was found to be suitable in selecting inclusive schools as it gave an equal chance to each of the many inclusive schools of Lusaka district (Howard and Sharp 1983). Purposive sampling was used to select UTH special school since it was the only special school in Lusaka district (Kombo and Tromp, 2006).

Further, each of the head teachers was purposively selected because they were thought to have insightful information concerning the topic of study. A simple random sampling was employed to select female teachers who participated in the study from UTH special school. A list of all female teachers from UTH special school was given and each of the teachers was assigned numbers. A sample was then selected using a random number table. This gave an equal chance to

all female teachers since they all had important characteristics for the study (Lay, 1976). While, male teachers were purposively selected since the school had only three male teachers.

With regards to selection of teachers and pupils in inclusive schools, a purposive sampling was first employed in order to have a population of teachers who handled learners with disabilities only as the schools had also regular teachers. Thereafter, a simple random technique was used to select five teachers from the sampled population. Each of these teachers was assigned numbers after which a sample was then selected using a random number table. This gave an equal chance to all teachers who handled learners with disabilities at inclusive schools since they all had important characteristics for the study

Furthermore, pupils from all the sampled schools were purposively selected as only pupils with mild disabilities who were able to give valid and reliable data were considered. Finally, purposive sampling was also used to select parents as only parents of the sampled learners were the target.

3.6. Research Instruments

This section provides a description of the instruments to be used in the data gathering process. The study used three data gathering techniques, for there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Patton, 1990). The study employed triangulation in that the questionnaire, observation and semi-structured interviews were used. This was to enable the researcher have reliable and valid results as pointed out by Silverman (2000) who said that triangulation in data collection is the involving of two or more methods in the study, and it could help explain more fully the richness and complexity of data.

Further, the questionnaires were used because of their ability to collect data from a large sample and their rigidity against biasness. The other justification is that, a questionnaire ensured that the respondent's confidentiality was upheld and it was of less time consuming where data collection and analysis was concerned (Kombo and Tromp, 2006).

3.6.1. Questionnaire

This technique was used to gather information from head teachers, teachers and parents using appendices 1, 2 and 3 respectively. The questionnaire for the head teachers had three sections (A, B and C). Section A requested the respondents to give bio data; section B requested them to give information about the school while section C required information on the impact of FPE on the education of learners with disabilities (see appendix 1).

With regards to the teachers, their questionnaire was divided into sections A and B. Section A enabled the researcher to get the bio data of the respondents while, section B enabled the respondents to give information about the effects of PTA funds on enrollment , retention and completion rates of the learners (refer to appendix 2).

Further, the questionnaire for the parents was also divided into section A and B. Section A enabled the researcher to get the bio data of the respondents while, section B enabled the respondents to give information about the implementation and impact of FPE policy. This questionnaire enabled parents to state the importance of educating a child with disabilities. Thereafter, they needed to state what they understood by Free Primary Education policy and highlighted challenges that their children faced under the policy. Further, the questionnaire enabled the parents to state how the challenges negatively affected the quality of education, enrollment, retention and completion rates for their children. Finally, parents were required to offer possible suggestions on how to solve the highlighted challenges (see appendix 3).

3.6.2. Semi-structured interview guide

This technique was used to collect concise data from parents and learners on the impact of FPE policy on the education of learners with disabilities (see appendix 4). According to Kombo and Tromp (2006) semi - structured interview allows the participants to express their opinions and perceptions in their own words as it consists of both open and closed ended questions. It affords some flexibility to both the researcher and the interviewee. Furthermore, semi -structured interviews allowed in-depth information to be gathered.

The semi - structured interview enabled the parents to freely explain what they understood by FPE policy and to state their sources of information about the policy. The interview guide further

required the parents to explain whether the policy had benefitted their children’s education or not in terms of accessibility, quality, retention rates and completion rates.

This technique was also expected to give learners with disabilities a chance to give out their experience on problems associated with their life in schools. However, due to their disabilities, almost all the learners failed to give valid and reliable information. Hence, the researcher relied on the information given by other respondents.

3.6.3. Observation guide

The observation guide was designed to gather data on the appropriateness, adequacy, and availability of teaching/learning resources (refer to appendix 5). It also helped the researcher to gather information on how appropriate the school environment and infrastructure were to learners with disabilities. The observation guide accorded the researcher an opportunity to observe exactly what was happening than what they said they were doing. Therefore, the observation technique helped in filling the gaps which some respondents were not willing to give using either questionnaire or interview guide.

3.6.4. Validity and Reliability of Research Instruments

3.6.4.1. Validity

Mugenda and Mugenda (2003) defined validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall, (1989) is the degree to which a test measures what it purports to measure. Therefore, a pilot study at Munali inclusive school, in Lusaka district was carried out to help improve the face validity and content validity of the instruments. Munali inclusive school was chosen because it was handling learners with disabilities and the participants had similar characteristics with those targeted for the study.

The pilot conducted included the following participants; the head teacher, three teachers, three parents and three learners with disabilities. The quality of the data gathered from these participants enabled the researcher to assess whether the instruments could measure what it was

supposed to measure and if the questions carried the same meaning for all respondents. Therefore, pilot testing helped the researcher to identify the ambiguities and unclear questions which were corrected to ensure that the instruments gathered the required data as suggested by Rea and Parker (1997). Further, validity of an instrument was improved through expert judgment as suggested by Borg and Gall (1989). As such, the researcher sought assistance from her supervisor in order to help improve face validity and content validity of the instruments.

3.6.4.2. Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 2003). A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. Pre-testing enables the researcher to identify and eliminate problems with the questionnaire or interview guide. Therefore, to achieve reliability, this study used a test-retest method which was employed at Munali inclusive school in Lusaka district. The choice of the school as highlighted above was because it had similar characteristics as those the research targeted. The research tools were administered to the head teacher, three teachers, three parents and three learners with disabilities and repeated to a different sample which now included the deputy head teacher after one week to check whether they would elicit the same information as before (Mugenda and Mugenda, 2003). Therefore, the researcher made necessary corrections where weaknesses of the instruments were identified before they could be used.

3.7. Data collection procedures

The researcher obtained an introductory letter from the University of Zambia as per appendix 7 (i) which was attached to the research tools in readiness for data collection. The researcher sought permission from the DEBS to conduct the study in the district. The DEBS office authorized the researcher to collect data by endorsing on the same introductory letter from the University of Zambia (appendix 7(ii)). After permission was sought, the researcher went to the sampled schools and presented the authority letter from the DEBS to respective head teachers after which questionnaires and interviews were administered to head teachers, teachers, parents and learners of the sampled schools on different days.

The respondents were given a time frame to answer the questionnaires after which the researcher collected them for analysis. While, those who were interviewed, an audio tape recorder was used to record interviews which helped the researcher to be more accuracy in data collection (Patton, 1990). In addition, notes were written on data collected during the interviews.

3.8. Data analysis

Thematic analysis was used as a data analysis tool. This tool was ideal considering that the research was qualitative in nature. Qualitative data which were collected from questionnaires and semi structured interview guides were analyzed thematically using content analysis, as themes and sub themes emerged from the data. The responses from participants were put into categories according to the emerging themes. This allowed objective and critical interpretation, so as to make decisions that were valid for proper conclusion and recommendations of the study. Data analysis and interpretation in this study was in line with (Munsaka, 2009)

3.9. Ethical considerations

To facilitate smooth collection of data as per requirement in research, permission to conduct this study was sought from relevant authorities at the University of Zambia, Institute of Distance Education , the District Education Board Secretary's Office and the Head teachers' of respective Schools. The respondents were asked to give their consent to participate in the study. This was to ensure freedom of expression and that nothing should be said or written other than what they knew and believed in. No derogatory statements were mentioned concerning the participants as that could cause psychological harm.

Further, they were assured that data collected was absolutely kept confidential and would be used for academic purposes only. They were also assured that their names would not be disclosed and questions that might cause discomfort to the respondents were avoided. This was done in line with Wimmer and Dominick (1994) who identified the principle of confidentiality and respect as the most important ethical issues requiring compliance on the part of the researcher.

Summary

In this chapter, the methodology used in the study has been discussed. The study used descriptive survey research design. Target population, sample, sampling procedure, research instruments reliability and validity of the study, data collection procedures as well as data analysis have also been discussed.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

The findings of the study that was carried out on the impact of FPE policy on the education of learners with disabilities will be presented in this chapter by categorizing them according to the research questions. However, the chapter will begin by giving the data on demographic characteristics of respondents and types of disabilities of learners.

4.1. Demographic characteristics of respondents

There were one special and three inclusive schools from where data was gathered from. The study also involved four categories of respondents namely; head teachers, teachers, parents and learners. These respondents were arrived at as they were seen to be with valuable information needed for the research.

Table 4. 1: Frequency and percentage distribution of respondents by gender

	Head Teachers (n=4)		Teachers (n=20)		Learners (n=20)		Parents(n=12)	
	f	%	f	%	f	%	f	%
Female			17	85	8	40	5	41.66
	4	100						
Male	0	0	3	15	12	60	7	58.3
Total	4	100	20	100	20	100	12	100

Table 4.1 shows the frequency and percentage distribution of head teachers, teachers, parents and learners according to gender. In all the 4 sampled schools, head teachers were females, representing 100 per cent. With reference to teachers, the table reveals that out of 20 respondents, 3 were males and 17 were females representing 15 per cent and 85 per cent respectively. The table further shows that there were 12 male learners representing 60 per cent

and 8 female learners representing 40 per cent who were interviewed. With regards to parents, out of 12 respondents, 7 were males representing 58.3 per cent and 5 were females representing 41.7 per cent.

4.2. Types of disabilities of learners

Question (12) twelve in the questionnaire for head teachers required respondents to provide information on the types of disabilities which the learners had. The data that was collected is summarized in table 4.2.

Table 4.2: Frequency distribution of learners according to disability in 2016

	Types of disabilities									
	Epilepsy	Visual Impairment	Hearing Impairment	Autism	Down Syndrome	Learning Disabilities	Cerebral Palsy	Physically Challenged	Multiple Disabilities	Intell Disab
UTH	2	5	30	14	5	36	26	0	2	0
Eni	5	0	13	0	6	67	11	5	0	28
rence	3	0	21	1	3	21	4	4	0	14
nama	0	2	7	0	9	52	15	11	0	22
l	10	7	71	15	23	176	56	20	2	64

Table 4.2 shows the distribution of types of disabilities of the learners in all the four surveyed schools. Almost all the disability categories were found in all the schools apart from those who had severe disabilities and the blind who were only found at UTH special school.

4.3. Findings of Research Question One

The following were the findings of research question one; which required respondents to state how adequate government grants were in financing the FPE policy for learners with disabilities.

4.3.1. Inadequate and erratic grants

The data collected from almost all the respondents using questionnaires (see appendices 1 and 2 revealed that the funds received from the government in support of FPE were inadequate. All the head teachers and teachers indicated that the funds allocated to schools were erratic and

inadequate to help the school meet the needs of learners with disabilities. For instance, answering to question four in the head teacher's questionnaire which required respondents to state how much funding the schools had received from government, it was revealed that in 2015, UTH received a total grant of only K 4,000, while St Lawrence received a total of K3,950.

One head teacher complained that funds allocated to schools were inadequate and she expressed it as follows;

It is extremely sad to note that grants from government for learners with special needs are inadequate and that government seem not to consider the fact that the teaching and learning resources for learners with disabilities are more expensive than those for learners without disabilities. This is because some materials used like braille and sign language books are mostly imported.

In responding to the similar question, one senior teacher, spearheading the unit for learners with disabilities in an inclusive school commented that;

It is difficult to understand why the Ministry of General Education guidelines stipulate that only 5 per cent of the received government grant is meant for learners with disabilities in inclusive schools when demands for such learners are expensive. It is therefore my wish that the percentage be revised and adjusted upwards.

4.3.2. Strategies employed by schools to cope with the inadequate grants

When head teachers were asked in question 18(b) to state the sources of funds, it was revealed that schools coped through a combination of different funding sources. Table 4.3, shows the different funding sources as reported by the schools in terms of their contributions to the overall school budgets.

Table 4.3: Amount of financial resources given to schools in 2015

Source	Bauleni	UTH	Chainama	St Lawrence
PTA Funds per pupil	0	K385,500	K60,000	K125,000
Civilian/careers	0	K51,400	K7,800	K5,200
Grade 8 and 9 tuition fees	K90,000	K29,400	0	K310,500
Tuck shop sales	K4,000	K5,200	K4,800	K6,000
Variety show	0	0	0	K2,100
Production units	700	0	2300	3000
Room hire	0	0	K5,800	0
Other annual costs	0	K82,080	K100	K50
Fundraising Brae	0	26, 000	0	0

The table 4.3 shows that the main common types of fees collected in all the surveyed schools were PTA funds, Grade 8 and 9 user fees, civilian/careers day, room hire, tuck shop sales and production units.

Further, the interview guide for parents (Appendix 5, question 9) required parents to state if they paid any fee towards the education of their children. All the parents apart from those whose children were at Bauleni inclusive school agreed that they were paying fees towards the education of their children.

One parent explained that;

I have heard of FPE policy but I have not seen it because I am paying school fees for all my children who are in government primary schools including my child who is at UTH special school. However, some parents who are poor fail to pay these school fees hence, they keep their children with disabilities in their homes.

Meanwhile, a parent from Bauleni inclusive school disclosed that they were not paying any fee as the operation of the school was being funded by the Catholic Sacred Sisters who were the initiators of Bauleni inclusive school.

In justifying why schools asked learners to pay PTA fees, one head teacher responding to question 18 (d) (see appendix one) said that;

PTA fees are collected for various reasons such as school rehabilitation and, teaching and learning materials. Indeed, with the poor grants being received from government, school infrastructure would have by now been in a deplorable state if we were not collecting PTA fees. Further, the quality of education would have seriously been compromised.

In support of the above justification of the head teacher as to why it was necessary to charge PTA funds, one teacher stated that;

The FPE policy which was introduced in 2002 and always talked about by the government no longer exist because parents or guardians are required to pay PTA fees which the schools use to procure some of the teaching and learning materials. Government grants are erratic and inadequate. Consequently, some pupils drop out of school because their parents cannot manage to pay the PTA fees.

Further, question 8 (d) of the teacher's questionnaire required respondents to suggest possible solutions to the constraints faced by schools in financing primary education.

One teacher explained that;

One of the solutions was charging parents the PTA funds which has been helping in correcting imbalances in access to education created by poorly targeted or inefficient public spending on education

Furthermore, another teacher stated that;

I understand that removal of user fees can allow poor families to send their children to schools but my fear is that with inadequate funds the quality of education can seriously be affected.

In addition, question 18 (b) of the head teacher's questionnaire requested respondents to list the sources of school funds. One head teacher revealed that;

The prominent fundraising venture at our school is payment of the user fees paid by Grades 8 and 9. For instance, in 2015, our school raised K310 from the fees paid by learners in Grades 8 and 9.

4.3.3. The effects of paying PTA funds on the learners with disabilities

Question 5 (appendix 2) of the questionnaire for teachers required respondents to state the effects of paying PTA funds and other fees on the education of learners. One teacher stated that;

PTA funds and other fees paid by learners had negatively affected the enrollment, retention and completion rates of the learners with disabilities. Learners who come from poor families have always dropped out of school or failing to enroll completely due to failure by their parents to pay the required fees.

Additionally, question 10 (appendix 5) of the interview schedule for parents required respondents to state the effects of paying PTA funds and other fees on the education of learners. One parent complained that;

My child has stopped school because I am unable to raise K500 PTA fund and other fees each term since I am a widow and I am not working anywhere.

Further, question 8 in the head teachers’ questionnaire required the respondents to state the enrollment trend for learners with disabilities from 2008 to 2015. Their responses are summarized in table 4.4.

Table 4.4: Frequency distribution of respondents by enrollment levels of learners

SCHOOL	2008		2009		2010		2011		2012		2013		2014		2015	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
JTH	111	58	78	32	92	31	84	53	96	48	45	127	107	77	158	98
Bauleni	30	40	57	45	50	40	41	37	40	30	41	37	45	41	65	50
Chainana	10	8	14	11	13	25	33	25	40	27	50	25	52	26	57	27
St. Lawrence	15	9	17	11	18	13	18	14	19	15	20	15	22	17	23	18
TOTAL	166	115	166	99	173	109	176	129	195	120	156	204	226	161	303	193

Table 4.4 shows that out of all the sampled schools, there was a total of 281 learners out of which 166 were males and 115 were females in 2008. In 2009 there was a total of 265 learners enrolled out of which 166 were males and 99 were females. The table reveals that in 2010 there were 173 males and 109 females enrolled giving a total of 282 learners. In 2011 there was a total of 305 learners enrolled out of which 176 were males and 129 were females. The table shows that in 2012 there were 195 males and 120 females enrolled giving a total of 315 learners. In 2013 there was a total of 360 learners enrolled out of which 156 were males and 204 were females. The table reveals that in 2014 there were 226 males and 161 females enrolled giving a

total of 387 learners. Further, the table shows that out of 496 learners, 303 were males while 193 were females in 2015.

Question 9 in the questionnaire for head teachers (Appendix 1) required the respondents to explain what the contributing factors were for the enrollment trends they had experienced in their respective schools. Responding to this question, one head teacher stated that;

The enrollment rates of learners with disabilities are very low because of PTA fund which the learners are charged and also lack of school transport. As a well Known fact, most of their learners with disabilities are coming from poor families, hence, they cannot not afford paying PTA funds and other related fees.

Further, parents were interviewed as to whether the FPE policy had increased or decreased accessibility to education for learners with disabilities (Appendix 5, question 7). Most of the parents' responses were similar to those attributed to by the head teachers when they were responding to question 9 of their questionnaire. For instance, one female parent explained that;

I withdrew my daughter from UTH special school because I could not afford to pay for all my children as I am not in formal employment. In addition, with the scarce resources, I feel it is better to educate male children than female children.

Upon being probed further, she displayed a negative attitude towards her disabled child when she said;

Our dear teacher, it is just a wastage of financial resources to pay school fees for a disabled child because no one will employ her. However, if the school was not demanding any fee, I would have been motivated to send my disabled daughter to school.

In line with the attitude displayed by the parent who previously, one of the PTA chairpersons complained that;

It is frustrating to note that there is a tendency by many families to send their able-bodied children to school than those with disabilities especially if the disabled are girls. Usually people feel that their siblings can help those with disabilities materially. So, dropout rates and absenteeism is very high among learners with disabilities.

Apart from PTA funds which were highlighted by head teachers, most of the parents argued that lack of transport to and from school was also another major hindrance for learners with disabilities to attend school, hence leading to high levels of absenteeism and dropout rates. The above arguments by the parents were also supported by most of the teachers who participated in the study. For instance, one teacher from Bauleni School stated that;

It is difficult for learners with disabilities to travel to and from schools using public transport as most of them are either physically challenged or mentally disordered. This possess a great challenge because they have to be brought to and from school which is very expensive for most of the parents who are poor.

Further, one parent revealed that her physically disabled son was using public buses despite being wheel chair bound. She added that due to mobility challenges, the child could only attend school for two days in a week and sometimes arrived very late at school because after dropping at the bus station he had to use his wheel chair to reach the school which took him almost an hour.

The importance of transport for learners with disabilities was also observed by head teachers, teachers and parents at all the surveyed schools. For instance, one teacher from Chainama inclusive school revealed that the school procured a bus after conducting a series of fundraising ventures and also contributions from parents. He said that;

After realizing the importance of procuring a bus, parents were asked by the school to contribute K300 each and the school had a fund raising walk from the Main Post Office to Show Grounds (Manda Hill) to raise money for the bus which

was eventually bought. However, it is disheartening to note that our school had to come up with a fundraising strategy in order to buy a bus when other ordinary schools received buses from the government. It is my considered view that whenever, the government has vehicles to donate to schools, priority should be given to the schools handling learners with disabilities.

Further, in responding to the same question, the PTA chairperson of one of the schools surveyed explained that;

Lack of transport for learners has tremendously reduced both the enrollment and attendance rates for the school. When the school had a bus which was donated by ZAIN now called Airtel in 2008, many learners attended school without challenges. Unfortunately, the bus broke down in 2014 and the school decided to pack it because it has no capacity of repairing it due to insufficient funds. Since then, the attendance and enrollment of the learners has been extremely poor.

Another parent added that:

High poverty levels that most of us experience in Zambia increase the likelihood that children with disabilities will fail to access education. The expenses of providing school PTA funds, transport, uniforms, shoes and books are some of the factors that prevent our children from enrolling or progressing in schools. I don't work and so is my wife so whatever money we get from our small business, we use it for food. So for now my daughter who has a physical disability doesn't go to school because of lack of money.

4.4. Findings of Research Question Two

The following were the findings of the research question which required respondents to state the effects of inadequate grants on the quality of education for learners with disabilities under FPE Policy. This question was explained using the following sub-themes; Shortage of other specialized personnel, inadequate and inappropriate teaching and learning resources and high teacher – pupil ratio.

4.4.1. Shortage of other specialized personnel

Question 9e in the teacher's questionnaire and question 6 in the interview guide for parents required respondents to state whether they had specialized personnel who handled individual learners with disabilities. Some teachers and parents disclosed that learners lacked educational services such as occupational/physical therapy and speech/language therapy from specialized personnel. For example, many parents indicated that the Individual Education Plans (IEPs) prescribed for their children were not being followed due to shortage of specialized personnel. One teacher explained that;

Whenever, we requested a specialist from any hospital he or she would demand transport and missing lunch which the school could not afford due to inadequate funds. Therefore, this part of help was always avoided. Hence it has a negative impact on learners with disabilities especially those who are physically challenged.

4.4.2. Inadequate and inappropriate teaching and learning resources

Questionnaires for head teachers, teachers and parents, appendices 1, 2 and 3 respectively, required respondents to state the common challenges in terms of instructional materials for learners. The availability of resources was cited by almost all the respondents to be the most important element in the implementation of FPE policy. However, all head teachers and teachers in the surveyed schools pointed out that there were insufficient teaching and learning materials in special and inclusive schools.

Furthermore, some teachers complained that their schools had either inadequate or no materials for creative activities such as toys and other materials for teaching pre-vocational skills and activities for daily living. One teacher said that;

We need a lot of teaching materials, especially toys which are for skills training because most of our children are able to do work with their hands and they need some materials for that.

Further, some parents who were interviewed complained that inclusive schools had no ergonomic special chairs and tables, special toilets and class rooms were not acoustically treated for children with disabilities. Therefore, they said that inclusive schools were unable to enroll learners with physical disabilities due to inappropriate infrastructure. Learners with severe physical disabilities were said to be enrolled only at UTH special school because infrastructure was user friendly.

4.4.3 High teacher –pupil ratio

Another challenge that was cited by teachers was the high teacher-pupil ratio. Responding to question 9(a) which required teachers to state whether the number of teachers was adequate or not, one teacher from Chainama inclusive school explained that;

Our school has only six teachers trained in special education handling 118 learners. As a known fact, one learner with disabilities is equal to 10 learners, implying that the 118 pupils translate into 1,180 pupils for only six teachers. However, this does not imply that there are fewer teachers trained in special education but rather, lack of motivation by the government has contributed to many teachers who are trained in special education and have a teaching subject to go and teach in regular schools.

Similarly, another teacher from Bauleni School said that;

Two teachers from our school went to train at the University of Zambia with the intention of changing the school and when they graduated they went to teach at a regular school as they argued that handling learners without disabilities was less tedious. Admittedly, they said they could only come back to our school when an allowance was attached to that tiresome work or responsibility.

4.5. Findings of Research Question Three

This section discussed research question three (3) which required respondents to state the effects of FPE policy on school physical infrastructure and other facilities for learners with disabilities. All the respondents who were interviewed and those who answered questionnaires stated that the

school infrastructure and other facilities were not user friendly to learners with disabilities. The following were the main challenges highlighted by the respondents:

4.5.1. Inadequate and inappropriate classrooms

Question 15b in the questionnaire for the head teachers required the respondents to list the common challenges in terms of classroom accommodation. Responding to this question, three head teachers stated that their schools faced a critical shortage of classroom accommodation resulting in learners of similar disabilities being taught in one classroom regardless of their different learning levels or grades.

Further, teachers in responding to the same question disclosed that their schools could not enroll learners with physical disabilities because of inadequate and unconducive classrooms.

In agreeing to the above position by head teachers and teachers, one learner from St Lawrence school explained that;

One of my friends who is physically disabled could not be enrolled in this school due to shortage and inappropriate classroom accommodation. It is unfortunate that up to now he is still at home as he has not managed to secure a place.

4.5.2. Unsuitable infrastructure to support mobility of learners with disabilities

Question 15(b) in the questionnaire for head teachers required respondents to state the challenges faced by the learners in the utilization of physical facilities. One head teacher commented that;

I admit that due to inappropriateness of physical facilities many children with severe disabilities are out of school. This is largely attributed to infrastructure which is not user-friendly because it is not yet modified to accommodate children with severe disabilities. For example, there are no ramps, no rails along the corridors and no acoustic materials. Doors in the school buildings do not allow wheel chairs to pass. This situation makes the learning environment somewhat hostile to learners with disabilities.

Furthermore, it was revealed by teachers in inclusive schools that their schools could not enroll learners with severe physical disabilities. This was attributed to their schools lacking appropriate

facilities such as wheel chairs, ramps and rails. However, they said only UTH special school could enroll such learners.

The other facility that was cited to be inappropriate was the toilet. Many teachers revealed that their schools had no special toilets to take care of learners with disabilities. One teacher said that;

In our school, there are no ramps and so learners with physical impairments depend on peers for accessing the toilets. This situation is compounding the problem of lack of special toilets to take care of pupils with disabilities.

4.5.3. Inadequate and unsuitable furniture

Answering to question 15(b), which required respondents to state challenges faced by pupils in the utilization of physical facilities since the introduction of FPE policy, most teachers complained that their schools did not have ergonomic special chairs and tables thereby seriously disadvantaging the learners. One teacher stated that;

I have observed with sadness that on many occasions learners do not concentrate on what they are being taught due to discomfort being perpetuated by the not user friendly chairs and tables. This matter has always been raised even by concerned parents but nothing is seemingly being done to address the problem.

The responses on the inadequate and inappropriate physical infrastructure and other facilities are summarized in table 4.5.

Table 4.5: Frequency distribution of school physical infrastructure and other facilities

Type of Facility	Bauleni	UTH	St Lawrence	Chainama	Total
Classrooms	4	9	4	5	22
Special tables and chairs	0	0	0	0	0
Ramps for wheel chair users	3	7	1	3	14
Toilet latrines access for wheel chairs	0	4	0	0	4
Wide doors for wheel chairs	7	11	0	0	18
Technical aid for learners with visual impairment	0	2	0	0	2
Technical aid for learners with hearing impairment	0	0	0	0	0
Technical aid materials for learners with physical impairment	0	0	0	0	0
Rails	0	1	0	0	1

Table 4.5 shows the facilities which were available in the four schools surveyed. The most pressing constraints and needs for children with disabilities in both inclusive and special schools were lack of technical aids and inappropriate physical facilities such as toilets and classrooms.

Summary

The main findings of the study were that despite the existence of FPE policy, grants from the government were either inadequate or erratic. The inadequate and erratic grants compelled schools to continue charging parents PTA funds except Bauleni School where Sacred Sisters provided funds for the operations of the school. This negatively affected the enrollment,

retention and completion rates as some parents who failed to pay PTA funds and other related costs did not enroll or withdrew their children from school. The study also revealed that non availability of school transport contributed to low enrollment and absenteeism subsequently leading to learners dropping out of school. Further, the study revealed that schools had inadequate teaching and learning aids for learners with disabilities. This was attributed to huge costs related to procuring the equipment for individual schools. The findings also disclosed that in most of the schools, learning environment to pupils with disabilities was very hostile. Therefore, the main recommendation of the study was that the Government of Zambia through the Ministry of General Education should adequately fund the schools so that learners with disabilities received quality services.

CHAPTER FIVE

DISCUSSIONS

Overview

In this chapter, the findings on the impact of FPE policy on the education of learners with disabilities were discussed. The discussion was centered on three themes which were: The adequacy of grants in financing the FPE policy, the effects of FPE policy on the quality of education and, the effects of the school physical infrastructure and other facilities on the education of learners under FPE policy.

5.1. Adequacy of grants in financing the FPE policy

Three themes emerged on the adequacy of grants in financing the FPE policy for learners with disabilities. The first question of this study which sought to explore the adequacy of government grants in financing the FPE policy for learners with disabilities was addressed to discuss these themes.

5.1.1. Inadequate and erratic grants

All the head teachers, teachers and parents indicated that the funds allocated to schools were erratic and inadequate to help the school meet the needs of learners with disabilities. This finding was consistent with the findings by Duncan, Macmillan and Simutanyi (2003) who contended that grants were often not released on time and were inadequate. The findings of Duncan, Macmillan and Simutanyi tallies with the findings of Chengo and Musonda (2005) who disclosed that for many schools, grants were still not sufficient enough to meet the overwhelming needs hence several schools reacted by raising PTA fees at the upper basic school level (Grades 8 and 9) when they carried out their study in Lusaka province. It can be deduced from the study that despite FPE policy stipulating the user fees being scrapped off and attendance not being tied to any payment, the surveyed schools had continued charging PTA fees.

The payment of PTA funds had a negative implication on the education of learners with disabilities since most of them were coming from poor families who were unable to pay the funds and other related fees. As such, the implementation of FPE policy did not meet its objectives of increasing accessibility, equity and equality among vulnerable learners such as those

with disabilities. Such exclusion was not only unfair situation and socially unjust but also economically inefficient as they could not live an independent life in future and contribute economically to the nation. The researcher's observation was consistent with the observation made by JC'TR when it carried out a study in Livingstone, Monze, Mongu, Kabwe, Ndola and Kasama and discovered that, many learners who were coming from poor families could not afford to pay PTA funds and eventually withdrew from school (Jesuit Centre for Theological Reflection, 2012). In the similar vein, the study conducted by Oxfam in Lundazi and Mufulira noted that charging of PTA funds did not increase the educational opportunities to the disadvantaged learners such as those with disabilities who were out of school because of failing to pay school fees (Oxfam, 2007). In short, many learners from the surveyed schools dropped out of school before completing their primary education, while others did not enroll at all. Education therefore, was neither equitable nor inclusive to learners with disabilities in Lusaka District during the implementation of the FPE policy.

5.1.2. Strategies employed by schools to cope with the inadequate grants

Arising from the negative impact of inadequate grants from the government, head teachers, teachers, parents and some of the learners revealed that schools adopted different methods of fundraising and resource mobilization. Some of the methods used in raising the funds were through charging learners the PTA funds, Grade 8 and 9 user fees and civilian/careers day fee. In addition, some schools sourced funds through room hiring, tuck shop sales and production units. This was aimed at addressing identified funding gaps with a view of safeguarding the quality of education.

In a similar vein, the study conducted by the Jesuit Centre for Theological Reflection (2012) in Livingstone, Monze, Mongu, Kabwe, Ndola and Kasama on the impact of FPE policy in ordinary schools disclosed that parents were still paying user fees which the schools called PTA funds. This finding is inconsistent with the FPE policy guidelines which stated that both direct and indirect costs towards the education of learners in primary schools should be scraped off (MoE, 2003).

However, some head teachers and teachers justified why schools asked learners to pay PTA fees. They argued that Zambia was still a developing country where government could not raise

sufficient fiscal resources to finance primary education. They contended that levels of public expenditure on education in Zambia was insufficient to create sustainable quality education systems. Therefore, they said that user fees could help correct imbalances in access to education created by poorly targeted or inefficient public spending on education. In a similar vein, Hillman (2002) argued that paying fees did not only increase parental involvement or ownership in the schools and in their children's education but also supplemented the inadequate funds from the government.

5.1.3. The effects of paying fees on the learners' education

The responses from all the respondents in the findings, seemed to indicate that the charging of PTA funds and other fees had negative effects on enrollment, retention and completion rates of the learners with disabilities. The study showed that most of the parents who were poor had either failed to enroll their children into school or withdrew them whenever they failed to pay PTA funds or other fees.

In addition, some parents showed negative attitudes towards paying fees for their children who had disabilities. Most parents interviewed said that it was expensive to have children with disabilities in school because besides the school requisites, they needed special equipment such as wheel chairs for the physically disabled. Besides, there was a belief that able-bodied people were more likely to be economically independent than their peers with disabilities. The lack of education among people with disabilities creates a vicious cycle as lack of education is closely tied to poverty, and so does poverty lead to lack of education in most developing countries. Hence, most people with disabilities were trapped in a culture of poverty, and they remained the most vulnerable members of society.

Further, all the respondents revealed that lack of school transport had a negative effect on the attendance of learners with disabilities. They said that it was difficult for learners with disabilities to travel to and from schools using public transport as most of them were either physically challenged or mentally disordered. It was argued that lack of transport posed a great challenge to learners with disabilities because they had to be brought to and from school which was very expensive for most of the parents who were poor. Such findings were concurrent with study of Moberg and Kasonde-Ng'andu (2001) who observed that 40 per cent of learners with

disabilities in Western and North Western provinces of Zambia dropped out of school because they could not afford transport to and from school.

Therefore, it can be deduced that both PTA funds and other fees as well as lack of transport tremendously reduced both the enrollment and attendance rates for the learners with disabilities in the surveyed schools. This is in conformity with the findings of Oxfam (2001) from the study it carried out in Tanzania which revealed that the costs of schooling inhibited school enrollment, attendance and completion rates of the learners with disabilities.

Further, from the interviews conducted with the parents revealed that the disparities and inequities existed between a boy and a girl child in as far as access to education was concerned. Parents contended that it was wastage of resources to educate a girl child who would neither get employed nor married due to the disabilities that she may have. However, the education of boys was favoured as they argued that despite the disability a boy had, it was a must that in future he had to marry and take care of his family. Inability of the FPE policy to address the problems of inequities and disparities observed in the study was also echoed by IOB (2008) whose study conducted in Kenya indicated that disparities and inequities still existed between boys and girls, especially for those who came from poor families.

In the similar vein, a study conducted by Kizito (2015) in Zambia adds that a significant gender gap continued to exist. This was largely due to unofficial fees that were charged in Zambia such as PTA funds despite the FPE policy mandate to eliminate all fees. This promoted inequities and inequalities of educational opportunities between the rich and the poor as well as other disadvantaged population such as learners with disabilities.

The above findings were also in conformity with what Mandyata (2002) found when he carried out a study on the attitudes of the community towards children with disabilities in Chongwe district. He disclosed that parents, teachers and traditional leaders indicated that economic factors such as poverty and unemployment contributed greatly to exclusion of children with disabilities from accessing education. Mandyata concluded that children with disabilities especially girls were victims of poverty as their parents in most cases were poor and had to struggle to make ends meet.

The foregoing has clearly showed that with scarce resources many families had prioritized paying school fees for children without disabilities than those with disabilities who they believed would not progress in any way in their lives. This negatively affected the enrollment and completion rates of learners mainly in the three surveyed schools where PTA funds and other fees were charged. However, the researcher observed that if PTA funds and other related fees were not charged by schools, the educational opportunities of the learners with disabilities were going to increase. Therefore, it is important for the government to increase the grants so that schools may have adequate teaching and learning resources and other facilities so that they stop charging learners any fees towards their education.

5.2. The effects of inadequate grants on the quality of education under FPE Policy

The findings of this study indicated that the effects of FPE policy on the quality of education for learners with disabilities negatively affected the learners' academic performance. The researcher found out the following as effects of FPE policy on the quality of education for learners with disabilities:

5.2.1. High teacher-pupil ratio

Throughout the study, the researcher observed that there was high teacher-pupil ratio in all the surveyed schools which was caused by shortage of specialized teachers in special education. This had a great impact on the provisions of quality education because learners hardly got the attention they deserved. Teacher-pupil interaction was minimal and therefore individualized learning was greatly affected. This was consistent with Kalabula (2005) who reported that insufficient teachers had a negative impact on the accessibility of the curriculum to learners with special needs when he carried out a study in Lusaka Province. Definitely without sufficient teachers it is almost difficult to expect the learners to perform well.

However, some head teachers, teachers and parents disclosed that, many young teachers who trained in special education at the University of Zambia opted to be deployed in regular schools since they had teaching subjects and avoided to teach in either special or inclusive schools. They said that, the avoidance was attributed to tedious work involved when teaching learners with disabilities against non-availability of incentives to motivate the teachers. This was in conformity with the findings of Kalabula (2005) when he carried out a study in Lusaka district where he

observed that many teachers were being trained in special education but left the profession for greener pasture after graduation.

It can be deduced from the foregoing therefore, that, teachers trained in special education in Zambia were not few but lacked motivation to remain in either special or inclusive schools. Therefore, it was important for government to consider giving incentives to teachers who handle learners with disabilities.

5.2.2. Inadequate and inappropriate teaching and learning resources

All the respondents in the study cited availability of resources to be the most important element in the implementation of FPE policy. They argued that it was the responsibility of the government to ensure that teaching and learning resources were not only provided but also suitable. This position was also echoed by Beiter (2013) who stressed that the requirement of compulsory FPE policy for learners with disabilities entailed state's obligations to provide special materials such as Braille for some learners with visual impairments.

However, all the respondents in the surveyed schools pointed out that there were insufficient teaching and learning materials in both special and inclusive schools. They complained that their schools had either inadequate or no materials for creative activities such as toys and other materials for teaching pre-vocational skills and activities for daily living. The importance of the provision of educational materials to schools was also highlighted by Ojala (2004) whose study found that head teachers and teachers had clear knowledge of how they would implement the FPE policy but few resources provided by the government was a major barrier. Similarly, Mandyata (2002), found out that, inadequate provision of specialized resources to equip teachers in handling children with special educational needs in ordinary classes contributed to many pupils dropping out of school.

The inadequate and inappropriate teaching and learning resources had a negative impact on the education of learners with disabilities as the quality of education was greatly compromised. This was due to the fact that teachers could not provide individualized educational programmes to meet specific individual needs of learners. As such many learners were withdrawn from school by their parents after they realized that inclusive schools lacked teaching and learning resources to effectively support their children's education.

The challenge of inadequate teaching and learning materials was also acknowledged by World Bank (2015) when it conducted its study in Zambia. It noted that inadequate and inappropriate teaching and learning resources led to low attainment of education levels. Therefore, it can be deduced that inadequate grants during the implementation of the FPE policy did not support Education for All (EFA) which was adapted by several countries including Zambia during the world conference held in Dakar, Senegal in 2000 (UNESCO,2009).

5.3. The effects of FPE policy on school physical infrastructure and other facilities

This section of the study will be discussed using the following sub- themes: Inadequate and inappropriate classrooms, unsuitable infrastructure to support mobility of learners with disabilities, inadequate and unsuitable furniture.

5.3.1. Inadequate and inappropriate classrooms

All the respondents in the study indicated that their schools faced a critical shortage of classroom accommodation resulting into multi-grade where learners of similar disabilities were being taught in one classroom regardless of their different learning levels or grades. The responses were consistent with the researcher's observation that some classes were large and overcrowded making them unconducive for learners with disabilities. The overcrowding crippled effective teaching and learning. The research findings showed that teachers were unable to attend to individual needs of learners and they could neither execute remedial work nor administer frequent homework activities. Furthermore, teachers could not teach all the subjects as scheduled on the time-table per day. This situation exacerbated the lowering of standards in education delivery resulting in low educational achievement by learners.

The research findings were in line with Sifuna (2003) on the illusions of UFP education in Kenya who stated that the only way out of mitigating the problem of shortage of classrooms was to combine classes. However, he noted that, combining of classes was bad in that teachers found it difficult to monitor pupils' work and this made it very difficult for head teachers to monitor closely the daily progress and eventually poor performance was attained.

5.3.2. Unsuitable infrastructure to support mobility of learners with disabilities

Most of the respondents attested to the fact that school physical facilities were not user friendly to learners with disabilities especially those who were physically challenged. They argued that the school environment had not yet been modified to accommodate learners with severe disabilities and hence many were out of school. This implied that inclusive schools had not yet modified their infrastructure to accommodate those with severe or profound disabilities. These findings were in conformity with the researcher's observations who noted that there were no ramps, no rails along the corridors and no acoustic materials in three of the surveyed schools. Further, doors in the school buildings did not allow wheel chairs to pass. This situation made the learning environment hostile to learners with disabilities. This observation was consistent with that of Savolainen (2000) who pointed out that in Finland infrastructure was unsuitable to children with disabilities which forced the Non-Governmental Organizations to build new schools with infrastructure accessible to learners with special educational needs at all levels of education.

The infrastructure which did not support mobility for learners with disabilities had many negative implications. For instance, learners with physical disabilities faced difficulties in accessing facilities such as toilets, food-outlets, libraries and classrooms as it was not easy to move about in the surroundings of the surveyed inclusive schools which had potholes, stones and sand. Moreover, this compelled these schools not to enroll learners with severe physical disabilities leading to many learners being excluded from school. Therefore, the exclusion of learners with severe disabilities was inconsistent with the aim of the FPE policy which intended at providing equal education opportunities for all children regardless of their socio-economic status or disabilities (MoE, 2004).

5.3.3. Inadequate and unsuitable furniture

The responses from all the respondents in the findings, seemed to indicate that one of the most pressing constraints and needs for learners with disabilities in both inclusive and special schools was inadequate and inappropriate furniture. Respondents indicated that their schools did not have ergonomic special chairs and tables for learners with disabilities. The researcher noted that learners with severe physical disabilities were only enrolled at UTH special school.

The limited access for learners with severe physical disabilities to only UTH special school implied that many learners who did not stay near this school especially those coming from poor families were disadvantaged. This was because their parents could not afford to provide transport to and from school on daily basis. Therefore, the unsuitable furniture in all the inclusive schools surveyed contributed to inequalities which FPE policy was meant to eradicate in order to achieve Education for All (UNESCO, 2009).

Summary

The main purpose of this chapter was to discuss the findings of the study, which was focused on the impact of FPE policy on the education for learners with disabilities. The study found that the funds allocated to schools were erratic and inadequate to help the school meet the needs of learners with disabilities. In order to mitigate the inadequate grants, schools adopted different methods of fundraising and resource mobilization. Some of the methods used in raising the funds were through charging learners the PTA funds and other related fees.

However, charging of PTA funds and other fees had negative effects on enrollment, retention and completion rates of the learners with disabilities. The study showed that most of the parents who were poor had either failed to enroll their children into school or withdrew them whenever they failed to pay PTA funds or other fees. The study further established that the quality of education was poor and this was attributed to a number of factors such as the high teacher-pupil ratio and, insufficient teaching and learning materials.

Finally, the study revealed that schools faced a critical shortage of classroom accommodation resulting into multi-grade where learners of similar disabilities were being taught in one classroom regardless of their different learning levels or grades. It has also revealed that one of the most pressing constraints and needs for learners with disabilities was inadequate and inappropriate furniture.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents a summary as well as the conclusions and recommendations of the dissertation based on the findings. The purpose of this study was to investigate the impact of FPE policy on the education of learners with disabilities. In this chapter a summary of the three research questions is presented.

6.1. Adequacy of grants in financing the FPE Policy

Regarding the aspect whether grants were adequate in financing the implementation of the FPE policy, it was found that the funds allocated to schools were erratic and inadequate to help the school meet the needs of learners with disabilities. In order to mitigate the inadequate grants, schools adopted different methods of fundraising and resource mobilization. Some of the methods used in raising the funds were through charging learners the PTA funds and other related fees.

However, charging of PTA funds and other fees had negative effects on enrollment, retention and completion rates of the learners with disabilities. Further, lack of school transport in the three schools surveyed had a negative effect on the attendance of learners.

6.2. Effects of inadequate grants on the quality of education

As regards the effects of FPE policy on the quality of education for learners with disabilities, it was established that the quality of education was poor and this was attributed to a number of factors. Some of the factors included high teacher-pupil ratio and, insufficient teaching and learning materials.

Further, there was a shortage of specialized teachers in special education. However, the study revealed that teachers trained in special education in Zambia were not few but only lacked motivation to remain in either special or inclusive schools. Therefore, it was important for government to consider giving incentives to teachers who handle learners with disabilities.

6.3. Effects of FPE policy on school physical infrastructure and other facilities

Concerning the effects of FPE policy on school physical infrastructure and other facilities, the study revealed that schools faced a critical shortage of classroom accommodation resulting into multi-grade where learners of similar disabilities were being taught in one classroom regardless of their different learning levels or grades. It has also revealed that one of the most pressing constraints and needs for learners with disabilities was inadequate and inappropriate furniture.

6.4. Conclusions

Inadequate and erratic grants from government in all surveyed schools compelled the school administrators and other stakeholders to adopt different methods of fundraising and resource mobilization which included charging learners the PTA funds and other fees.

The study indicated that while PTA funds and other fees paid by the learners helped schools raise resources to meet some of the challenges caused by the inadequate and erratic funding, it had a negative impact on enrollment, retention and completion rates of the learners with disabilities. Learners mostly affected were those coming from poor families as their parents either failed to enroll them into school or withdrew them whenever they failed to pay PTA funds or other fees. Additionally, the study revealed that due to inadequate funds the schools could not purchase enough and appropriate teaching and learning aids thereby compromising the quality of education. Further schools had no funds to modify the infrastructure to make them user friendly for learners with disabilities.

Therefore, the study revealed that FPE policy did not benefit the learners with disabilities as they were made to pay fees towards their education. The study revealed the policy's inability to fully address the problems of inequities and disparities in education for the learners with disabilities at primary school level in Lusaka District. Many children with disabilities were not accessing school because their parents were poor and could manage to pay for their education. Furthermore, dropout rates were high, particularly among girls, who were more vulnerable than boys and needed a lot of care and support. This resulted in the persistence of inequities and disparities.

6.5. Recommendations

The study has presented the impact of FPE on the education of learners with disabilities in selected special and inclusive schools in Lusaka District. In the light of the findings, the following were the recommendations:

- a) The government through the Ministry of General Education should facilitate the modification of the physical infrastructure so that it becomes user friendly to learners with disabilities especially those with physical impairments.
- b) Considering the vulnerability that learners with disabilities go through, the government through the Ministry of General Education should ensure that special and inclusive schools are adequately and timely funded to prevent schools from charging parents PTA funds and other related fees.
- c) Government, through the Ministry of General Education should come up with incentives to motivate and encourage teachers to remain in either special or inclusive schools so that the high teacher-pupil ratio is reduced.
- d) In view of the difficulties learners with physical disabilities face when travelling to and from school the government through the Ministry of General Education should come up with a deliberate policy that will ensure that all schools handling learners with disabilities are provided with adequate and reliable transport.

6.6. Suggestion for Further Research

Further research could focus on:

- a) Establishing the challenges of extending Free Education up to grade twelve for both learners with disabilities and those without.
- b) Carrying out a comparative study on the impact of FPE on learners with disabilities and those without disabilities.

REFERENCES

- Beiter, K. D. (2013). *The protection of human Rights to education by International law*. Washington, D.C: World Bank.
- Bishop, G. (1989). *Alternative Strategies for Education*. London: Macmillan Publishers Ltd.
- Borg, W. R. & Gall, M. D. (1989). *Educational Research: An Introduction to education Research*. New York: Longman.
- Chengo, A. & Musonda, G. (12th April, 2005). BESSIP: Success and Challenges. *Lusaka Times of Zambia* P7.
- Chukwumelum, N. P. (2007). *Implementing Universal Basic Education in Nigeria: Examining the challenges Facing Catholic Schools*. Fordham: Fordham University.
- Das, J., Stefan D, James P., Habyarimana, H. & Pramila K. (2005). *Shocks and Student Learning: Policy Research Working Paper*. Washington DC: World Bank.
- Deininger, K. (2003). Does Cost of Schooling Affect Enrolment by the Poor Universal Primary Education in Uganda. *Economics of Education Review*, 22, 291-305.
- Denzin, N. & Lincoln, Y. (1994). *Handbook of Qualitative Research*: Thousand Oaks: Sage.
- Duncan, A., Macmillan, G. & Simutanyi, N. (2003). *Drivers of Pro-poor Change: An overview*. Oxford: Oxford Policy Management.
- Filmer, D. (2005). *Disability, poverty and schooling in developing countries: the World Bank economic review*. Washington DC: World Bank.

- Government of India. (1994). *The District Primary Education in India*. Available at <http://www.education.wic.in>. Accessed on 22nd October, 2011.
- GRZ. (2011). *Zambia poverty Reduction Paper: International Monetary Fund*. Washington, D.C: World Bank.
- Hillman, A. L. (2002). *Public Finance: Responsibilities and Limitations of Government*. New York: Cambridge University Press.
- Howard, K. & Sharp, J. A. (1983). *The Management of the Student Research project*. New York: Gower Publishing Company Limited.
- IOB. (2008). *Impact Evaluation of Primary Education in Zambia*. Netherlands: Ministry of Foreign Affairs.
- Jesuit Centre for Theological Reflection. (2012). *Education Research on Free education Policy*. Lusaka: Jesuit Centre for Theological Reflection.
- Jones, A. Z. (2011). *Nations Convention on the Rights of the Child: social inclusion and participation*. Washington, D.C: World Bank.
- Kalabula, D. M. (2000). *Children with special educational needs in Zambia*. Lusaka: Ministry of Education.
- Kattan, R. B. (2006). *Implementation of Free Basic Education Policy*. Washington, DC: World Bank.
- Kaulule, R. S. (2006). *The Effects of Free Education Policy in Basic Schools in Zambia*. Lusaka: The University of Zambia.
- Kazito, C. (2015). *Free Education in Zambia*. Lusaka: Jesuit Centre for Theological Reflection.
- Kombo, D. K. & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline's Publications Africa.

- Lay, J. R. (1976). *Educational Research: Competencies for Analysis and Application*. Columbus: Merri Publishing Company.
- Mandyata, J. M. (2002). *Teachers' Views on Inclusive Practices: A case study on Basic school in Kasama District*. Lusaka: The University of Zambia.
- Mehrotra, S. & Jolly, R. (1997). *Cost and Financing of Primary Education: Options for Reform in Sub-Saharan Africa*. Oxford: Clarendon Press.
- Ministry of Education. (1992). *Focus on Learning: Strategies for the Development of School Education in Zambia*. Lusaka: Zambia Educational Publishing House.
- Ministry of Education. (1996). *Educating Our Future: National Policy on Education*. Lusaka: Ministry of Education.
- Ministry of Education. (1967). *Ministry of Education Annual Report for the year 1966*. Lusaka: Government Printers.
- Ministry of Education. (2003). *Western Province Education Programme, Evaluation Report*. Lusaka: Ministry of Education.
- Ministry of Education. (2004). *Challenges of taking BESSIP to the classroom - Towards effective partnerships in basic education*. Lusaka: Ministry of Education.
- Mittler, P. (1995). Special needs education: An international perspective. *British Journal of Special Education* 105.
- Mittler, P. (2002). Special needs education: An international perspective. *British Journal of Special Education* 105.
- Moberg, A. & Kasonde, N. (2001). *Moving towards Inclusive Schooling*. Lusaka: Ministry of Education.
- MoFNP. (2011). *Sixth National Development Plan: financing of education sector*. Lusaka: Ministry of Finance and National Planning, Republic of Zambia.

- Mugenda, O. M. & Mugenda, A. G. (2003). *Research Methods: Quantitative and qualitative approaches*. Nairobi: Africa Centre for Technology Studies Press.
- Mwansa, A. C. (2004). *Free Basic Education Policy Implementation Assessment*. Lusaka: Ministry of Education.
- Nielsen, II. D. (2009). *Moving Toward Free Primary Education: Policy Issues and Implementation Challenges*. Lusaka: UNICEF.
- Norwegian Ministry of Education Research, (2005). *Education is fundamental human right*. Oslo: Ministry of Education Research.
- Ojala, P. (2004). *Aims of Education and Curriculum Planning in Special Education Units and Schools: Teachers' Views and Classroom Practice*. Lusaka: University of Zambia.
- Onyango, J. (2003). *Challenges faced by head teachers in the management of Free Education: implication of quality Education*. Nairobi: Government Printers.
- Oxfam, (2001). *Cost sharing in education in Zambia*. Lusaka: Oxfam.
- Oxfam, (2007). *Education charges a Tax on Human Development, country report*. Lusaka: Oxfam international.
- Patriotic Front Manifesto. (2011). *Governance and Administration of the State. Education Development for Persons with Disabilities*. Lusaka: Office of the Secretary General.
- Patton, M. Q. (2001). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Pope, C. & Mays, N. (2000). *Qualitative Research: assessing quality of research*. London: BMJ Books.

- Rea, L. M. R. & Parker, A. (1997). *Designing and conducting survey research*. San Francisco, CA: Jossey-Bass Publishers.
- Salowsky, M. (1979). *Who benefits from government expenditure? A case study of Colombia*. New York: Oxford University Press.
- Saroso, O. (2005). *The Poor Still Waiting for Government Assistance*. Jarkarta: Government printers.
- Savolainen, H. (2000). *Meeting special and diverse educational needs, making inclusive education a reality*. Helsinki: Niilomarki Institute.
- Sifuna, D. N. (2003). The Illusions of Universal Free Primary Education in Kenya. *A Journal of Social and Religious Concern Issue 20*.
- Sikwibele, A. (2003). *Editorial Assessment of Educational Policy in Zambia*. Lusaka: Government printers.
- Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. London: Sage.
- Tembo K. & Ndhlovu, G. (2005). *Government Strives to Increase access to Education*. Lusaka: Government printers.
- UNESCO. (1960). *Convention against Discrimination in Education*. Paris: General Conference of the United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2003). *Global Monitoring Report 2004*. Paris: UNESCO Publishers.
- UNESCO. (2009). *EFA Global Monitoring Report: Overcoming Inequality*. Paris: UNESCO Publishers.
- UNICEF. (2004). *United Nations Convention on the Rights of the Child*. New York: UNICEF. Wadsworth.

- Weiss, C. H. & Bucuvala, N. (1998). *Evaluation: Methods for Studying Programs and Policies*. Upper Saddle River, NJ: Prentice Hall.
- Wimmer, R. D. & Dominick, J. R. (1994). *Mass media research: An introduction*. Belmont, CA: Wadsworth Publishing Company.
- World Bank. (2004). *Strengthening the Foundation of Education and Training: Opportunities and Challenges in Primary and General Secondary Education*. Washington DC: World Bank.
- World Bank. (2006). *Project Appraisal Document: Free Primary Education Support Project*. Washington DC: World Bank.
- World Bank. (2014). *Lessons from World Bank Research on Financial Crises. Policy Research Working Paper*. Washington DC: World Bank.
- World Education Services. (2004). *World Education Profiles*. Ottawa: WES.
- Yardley, J. (20th March 2005). China Plans to Cut School Fees for its Poorest Rural Students. *The New York Times*, P6.

APPENDICES

APPENDIX1: QUESTIONNAIRE FOR THE HEAD TEACHERS

I am a Student, pursuing Masters of Educational Management at the University of Zambia in collaboration with the Zimbabwe Open University. The study undertakes to assess the impact of the Free Primary Education Policy on the enrollment and completion rates for children with disabilities in Inclusive and Special schools of Lusaka district. Your institution has been chosen to participate in the study and you are requested to fill the questionnaire to the best of your ability. Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

SECTION A

This section of the questionnaire is designed to gather information about yourself and your school. Kindly indicate your answer by ticking or by filling the spaces.

1. Gender male () Female ()
2. Your age _____
- 3(a) Academic qualifications and please indicate also your specialization _____
- 3(b) Specialization _____
4. Your experience as head/deputy head teacher i.e. number of years ()
5. Were you inducted in this new job through training? Yes () No ()
6. If not, what could be the reasons?

SECTION B

This section of the questionnaire is designed to gather your school. Kindly indicate your answer by ticking or by filling the spaces.

7. Type of school (I) regular () (ii) special () (iii) inclusive ()

8. What has been the enrolment trend for pupils with disabilities in your school since 2008?

GENDER	2008	2009	2010	2011	2012	2013	2014	2015
BOYS								
GIRLS								
TOTAL								

9. What are the contributing factors for the enrolment rates indicated in the table above?

(i) _____

(ii) _____

(iii) _____

10. What is the recommended (ideal) number of pupils with disabilities needed in your school?

11. Kindly give the reason to your answer in 10 above

(i) _____

(ii) _____

12. What type of disabilities do your pupils have in your school?

(i) Epilepsy () (ii) Visual Impairment () (iii) Hearing Impairment ()

(iv) Autism () (v) Down syndrome () (vi) Learning disabilities ()

vii) Cerebral Palsy () (viii) Physically Challenged () (ix) Multiple disabilities ()

13. (i) Are there criteria used in the choice of disability admitted in your school?

Yes or No _____

(ii) If yes, what are these criteria _____

SECTION C

This section is designed to gather information on challenges you may be facing as the head teacher in the implementation of Free Primary Education Policy.

14. Are there challenges that have come up due to Free Primary Education Policy in your school that affect effective teaching and learning process? Yes () No ()

15. If yes, which are these challenges? State under the following headings.

1. Physical facilities

(a) Tick appropriate answer if there is a challenge or not. Yes () No ()

(b) List the common challenges in terms of physical facilities

(i) _____

(ii) _____

(iii) _____

(iv) _____

(c) How do these challenges affect quality of teaching / learning in your school?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(d) Suggest possible solutions / recommendations to these problems

(i) _____

(ii) _____

(iii) _____

(iv) _____

(e) If your answer to 1 (a) above is No, please indicate why you feel physical facilities are suitable for your pupils with disabilities?

(i) _____

(ii) _____

(iii) _____

(iv) _____

16. Does the school have the following facilities/services for the disabled children? Yes /No

S/No	Access to facilities/ services	Yes or No	If Yes, Quantify and Specify
01	Special tables/chairs		
02	Technical aids/materials for deaf and hard of hearing		
03	Technical aids/materials for low vision or blind		
04	Technical aids/materials for physical impaired children		
05	Ramps for wheel chair users		
06	Toilets /latrines with access for wheel chairs		
07	Doors(wide)enough to accommodate wheel chairs		

17. Teachers

- (a) Are teachers in your school adequate? Yes () No ()
- (b) If the Answer is yes, what is the number the school requires as per school Establishment?
- (c) List the common challenges caused by teacher shortage
- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (d) How do teacher shortages affect quality of teaching and learning in your school?
- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (e) Suggest possible solutions / recommendations to this challenge
- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (f) If your answer to 2(a) above is No, please indicate why you think the number of teachers you have is adequate?
- (i) _____

- (ii) _____
- (iii) _____
- (iv) _____

(g) Do all your teachers who are handling pupils with disabilities have qualification in special education? Yes () No ()

(h) If your answer above is No, explain the impact this may have on pupils with disabilities?

- (i) _____
- (ii) _____

18. Financial management

(a) Tick appropriate answer if there is a challenge or not Yes () No ()

(b) List the sources of school funds.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

(c) List the common challenges in financial management.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

(d) How do these challenges affect effective teaching and learning in your school?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(e) If the answer is No, to the above task area 3 (a), please indicate why you feel you have adequate funds in your school?

(i) _____

(ii) _____

(iii) _____

(iv) _____

19. Instructional materials

a) List the common challenges in terms of instructional materials

(i) _____

(ii) _____

(iii) _____

(iv) _____

b) How do these challenges affect the effective curriculum delivery?

(i) _____

(ii) _____

(iii) _____

(iv) _____

c) Suggest possible solutions to these challenges?

(i) _____

(ii) _____

(iii) _____

(iv) _____

END

(THANKS FOR YOUR COOPERATION)

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

I am a Student, pursuing Masters of Educational Management at the University of Zambia in collaboration with the Zimbabwe Open University. The study undertakes to assess the impact of the Free Primary Education Policy on enrollment and completion rates of learners with disabilities in both Inclusive and Special schools of Lusaka district. Your institution has been chosen to participate in the study and you are requested to fill the questionnaire to the best of your ability. Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

SECTION A

This section of the questionnaire is designed to gather information about yourself. Kindly indicate your answer by ticking or by filling the spaces.

- 1. Your gender Male () Female ()
- 2. Your age _____
- 3(a). Academic qualifications and specialization _____
- 3(b). Specialization _____
- 4. Your experience in the following capacities i.e. number of years
(i) Classroom teacher () (ii) Senior teacher ()

SECTION B

This section of the questionnaire is designed to gather information about the implementation and impact of Free Education Policy. Kindly indicate your answer by ticking or by filling the spaces.

- 5. What are the effects of paying PTA funds and other fees by the learners?
(i) _____
(ii) _____

(iii) _____

6. What is the impact of Free Primary Education Policy on enrolment, Retention and Completion of the pupils with disabilities in your school?

i) Enrolment _____

i) Retention _____

iii) Completion _____

7. Are there challenges that have come up due to Free Primary Education in your school that affect effective teaching and learning process? Yes () No ()

8. If yes, which are these challenges? State under the following headings

Instructional materials

(a) Tick appropriate answer if there is a challenge or not Yes () No ()

(b) List the common challenges in-terms of instructional materials

(i) _____

(ii) _____

(iii) _____

(iv) _____

(c) How do these challenges affect your effective curriculum delivery?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(d) Suggest possible solutions to these challenges

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

(e) If your answer to the above task (a) is No, please indicate why you feel instructional materials are adequate.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

9. Staffing levels

(a) Is the number of teachers adequate or inadequate in your school? Yes () No ()

(b) If the answer in (a) above is Yes, how many more teachers are required?

(c) List the common challenges caused by the teacher shortages.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

(d) How do teacher shortages affect quality of teaching and learning in your school?

- (i) _____

(ii) _____

(iii) _____

(iv) _____

(e) Do you have specialized personnel who handle individual learners with disabilities?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(f) Suggest possible solutions/ recommendations to these challenges

(i) _____

(ii) _____

(iii) _____

(iv) _____

10. Physical facilities

a) What challenges do pupils face in the utilization of physical facilities since the introduction of Free Primary Education Policy? Specify the facility and the challenge

(i) _____

(ii) _____

(iii) _____

(iv) _____

b) How do these challenges affect the expected academic achievement of the pupils?

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

c) What are the causes of these challenges?

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

END

(THANKS FOR YOUR COOPERATION)

**APPENDIX 3: QUESTIONNAIRE FOR PARENTS /GUARDIANS OF THE CHILDREN
WITH DISABILITIES**

I am a Student, pursuing Masters of Educational Management at the University of Zambia in collaboration with the Zimbabwe Open University. The study undertakes to assess the impact of the Free Primary Education Policy on children with disabilities in Inclusive and Special schools of Lusaka district. You have been chosen to participate in the study and you are requested to fill the questionnaire to the best of your ability. Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

SECTION A

This section of the questionnaire is designed to gather information about yourself. Kindly indicate your answer by ticking or by filling the spaces.

- 1. Your gender Male () Female ()
- 2. Your age _____
- 3. Marital status _____
- 4. Where do you stay? _____
- 5. Occupation

Civil Servant () Working in a company () Business () Others (Specify)

SECTION B

This section of the questionnaire is designed to gather information about the implementation and impact of Free Education Policy. Kindly indicate your answer by ticking or by filling the spaces.

- 6. (a) When did your son/daughter join the school _____

(b) Why did he/she choose the school?

(i) _____

(ii) _____

7. Why do you think it is important to educate a child with disabilities?

(i) _____

(ii) _____

(iii) _____

8. What do you understand by Free Primary Education policy?

(i) _____

(ii) _____

(iii) _____

9. (a) Are there challenges that your child faces in the utilization of physical resources since the
Implementation of Free Primary Education? Yes () No ()

(b) How do these challenges affect your child in terms of quality learning?

(i) _____

(ii) _____

(iii) _____

(c) What are the probable reason /causes of these challenges?

(i) _____

(ii) _____

(iii) _____

(d) Suggest possible solutions/recommendations to these challenges?

(i) _____

(ii) _____

(iii) _____

(e) If the answer is No, in question 5(a) please indicate why you think the physical resources are suitable for your child?

(i) _____

(ii) _____

(iii) _____

10. (a) Are there challenges in the use of instructional materials that impair quality teaching/learning? Yes () No ()

(b) If the answer to 6 (a) above is yes, list the common challenges

(i) _____

(ii) _____

(iii) _____

(c) How do the challenges affect quality teaching/learning.

(i) _____

(ii) _____

(iii) _____

(d) What are the probable reasons/causes of these problems?

(i) _____

(ii) _____

(iii) _____

(c) Suggest possible solutions/recommendations to these problems.

(i) _____

(ii) _____

(iii) _____

(f) If the answer to 6 (a) is No, indicate why you think the school has enough and appropriate teaching and learning materials that enable the teachers to deliver quality education?

(i) _____

(ii) _____

(iii) _____

11. (a) How does the school raise its revenue?

Students () Parents () Community () Government ()

Any other _____ (Specify)

(b) In your opinion what is the state of the school financially?

Excellent () Very good () Good () Fair () Poor ()

(c) List the common challenges that the school is facing in financial management since the introduction of Free Primary Education that interferes with quality teaching/learning.

(i) _____

(ii) _____

(iii) _____

(d) How do these challenges affect quality teaching / learning?

(i) _____

(ii)_____

(iii)_____

(e) Suggest possible solutions / recommendations to these challenges.

(i)_____

(ii)_____

(iii)_____

END

(THANK YOU FOR YOUR COOPERATION)

APPENDIX 4: INTERVIEW GUIDE FOR PUPILS

1. What is your understanding of FPE
2. Has there been an increase or decrease of pupils in your classroom?
3. How has the following been affected under FPE
 - (a) Teaching and learning materials
 - (b) Sitting space
 - (c) Teacher motivations
 - (d) Class schedules
 - (f) Performance
 - (g) Retention
 - (h) Completion rate
 - (i) Enrollment rate
4. What are the accomplishments and challenges of FPE (good and bad things as a result of the policy)

END

(THANK YOU FOR YOUR COOPERATION)

APPENDIX 5: INTERVIEW GUIDE FOR PARENTS

1. What is your understanding of FPE Policy?
2. What has been your source of information about FPE Policy?
3. What was the motivation behind the FPE Policy?
4. What is your role in FPE as a parent?
5. Has enrolment increased or decreased in schools since the inception of the policy?
6. Does your child have any specialized attention?
7. How has the policy affected access to education for children with disabilities?
8. How has the decrease/increase affected by, Teaching resources, School or Classroom environment
9. What are the major sources of FPE funding to the schools? Do you think it is sufficient?
10. What are the effects of paying PTA and other fees?
13. How has FPE affected quality of education in the schools?
14. What are the major achievements and challenges of FPE Policy?

END

(THANK YOU FOR YOUR COOPERATION)

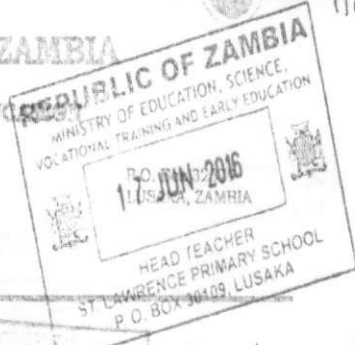
APPENDIX 6: OBSERVATION CHECKLIST

1. School environment facilities and infrastructure
2. Learning materials in classrooms
3. Teachers facilities and offices
4. School on – going projects

THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
 Telegrams: UNZA LUSAKA
 Telex: UNZALU ZA 44370
 Fax: 26021-1-290719
 Your Ref:
 Our Ref:

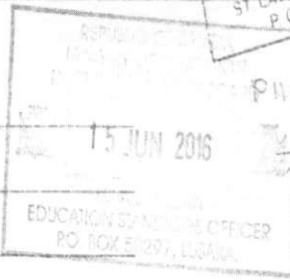


11th March, 2016

THE DEBS

LUSAKA DISTRICT

EDUCATION BOARD



PHILIP SIKANDA
 ESO-SE
 LUSAKA DEBS

The Headteacher:

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRZ No. 591278111 and computer number 71410841 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

Please allow
 the student
 carry out
 research in
 school

The student is pursuing a Master of Education in Educational Management and that he will be carrying out a research on Lusaka District.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

[Signature]

Dr. D. Ndhlovu
 ASSISTANT DIRECTOR
 INSTITUTE OF DISTANCE EDUCATION

